A REVIEW OF GRAMMAR

JONATHAN M. DOW

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to speak - spoke - speaking - spoken 27
to steal - stole - stealing - stolen 28
to ride - rode - riding - ridden 29
to break - broke - breaking - broken 30
to know - knew - knowing - known 31
to catch - caught - catching - caught 32
to fly - flew - flying - flown 33
to throw - threw - throwing - thrown 34
to take - took - taking - taken 35
to lend - lent - lending - lent
to fall - fell - falling - fallen
to draw - drew - drawing - drawn
to give - gave - giving - given
to sing - sang - singing - sung
to grow - grew - growing - grown

to wear - wore - wearing - worn
to sit - sat - sitting - sat
to set - set - setting - set
to dine - dined - dining - dined
to sing - sang - singing - sung

A REVIEW OF GRAMMAR

WITH EXERCISES

BY

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FOREWORD

THIS book presents in brief form the principles of grammar that are of most value to students of composition, and shows some of the ways in which these principles should be applied.

Much use is made of the diagram. This device, effectively employed by Reed and Kellogg, is one of the shortest methods ever invented for making clear the relationships existing among the various parts of a sentence. The student who becomes thoroughly familiar with the system will probably have little difficulty in understanding such matters as parallelism, dangling participles, and rules for punctuation.

For the sake of simplicity, an attempt has been made to keep the number of technical terms down to the minimum. A glossary (Appendix I) explains some of the terminology which has purposely been omitted from the body of the text.

The section numbers, particularly those in the latter part of the book, may be used as correction marks on written compositions.

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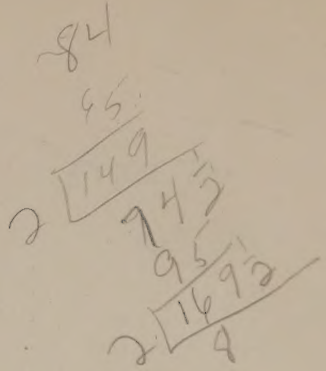


CHAPTER I

PARTS OF SPEECH

1. When the words of our language are classified according to their use, they fall into eight groups, which are known as the **parts of speech.** The parts of speech are:

I. Noun	V. Adverb
II. Pronoun	VI. Conjunction
III. Adjective	VII. Preposition
IV. Verb	VIII. Interjection

I. Nouns

2. A **noun** is a name.

3. A **proper noun** is the name of a specific person, place, or thing; as: *Henry, Parthenon, Mississippi, Chicago, Christmas.*

4. Any noun that is not a specific name is a **common noun;** as: *boy, building, river, city, day, beauty, coat, floor.*

EXERCISE

5. Find all of the twenty-three nouns included in the following sentences:

1. The speaker then explained the methods by which the national forests are protected from fire.

2. "Oh, what is it?" cried the child excitedly. "Will you let me see?"

3. Although the distance from this point to Bennington is twenty miles, the outlines of the larger buildings can easily be distinguished on clear days.

4. The sky was absolutely cloudless, but the little old lady scanned it anxiously.

5. After a long and careful investigation, the board announced the selection of a site at the north side of the park.

6. Your property will probably increase in value, for business is improving more rapidly now.

II. Pronouns

6. A **pronoun** is a word used in place of a noun; as: *he, she, it, they, we, you.*

He is here. (*He* is used in place of a person's name.)
Did you find it? (*You* is used in place of your name. *It* stands for the name of something.)

7. The noun for which a pronoun stands is called the **antecedent** of the pronoun.

If you see Marjorie, give this book to her. (The antecedent of *her* is *Marjorie.*)

Notice the examples given in section **6.** The speaker and the person to whom he is talking know the nouns for which *he, you,* and *it* stand, although the nouns are not expressed. These antecedents are **understood antecedents.**

8. When used as connectives, the words *that, what, whatever, which, whichever, who, whoever, whose,* and sometimes *as* are **relative pronouns.** Their use will be shown later. When *what, whatever, whatsoever, whichever, whoever,* and *whosoever* are used as relative pronouns, their antecedents are not expressed. Relative pronouns are sometimes called **dependent pronouns.**

9. All pronouns that are not dependent are **independent pronouns;** as: *you, he, they,* etc.

EXERCISE

10. Find all of the seven pronouns included in the sentences in section **5** (pages 1–2).

III. Adjectives

11. An **adjective** is a word that modifies a noun (or pronoun); that is, an adjective is a word that describes or limits a noun (or pronoun). An adjective cannot modify anything but a noun or pronoun.

12. A **definitive adjective** is an adjective that merely limits, or points out, or makes definite; as: *the, a, an, some, three.*

13. A **descriptive adjective** is an adjective that indicates some quality; as: *beautiful, high, old, red, thoughtful, necessary, noisy, thin.*

14. Nouns and pronouns in the form indicating possession are used in the same manner as adjectives; as: *my, his, father's, John's.*

EXERCISE

15. Find all of the twenty-six adjectives included in the sentences in section **5** (pages 1–2).

IV. Verbs

16. A **verb** is a word that expresses action or being; as: *speak, hasten, live, am, haul, want, lose, try, be, arrive, carry.*

17. A **direct object** of a verb is a noun, or a pronoun, or a group of words, denoting the receiver or the product of the action expressed by the verb.

Edison invented the *phonograph.*
He wants a *bicycle.*
They invited *me.*
She said *she was going.*

18. An **indirect object** is a noun or pronoun that denotes the person or thing *to which* or *for which* the action takes place.

She gave *John* an apple. (This means: She gave *to* John an apple. *Apple* is the direct object of *gave. John* is the indirect object.)
Will you tell *us* the answer? (This means: Will you tell *to* us the answer? *Answer* is the direct object of *will tell. Us* is the indirect object.)
He made *me* a table. (This means: He made *for* me a table.)

19. An **objective complement** is a noun or adjective that completes the meaning of the verb and also modifies the object, or denotes the same person or thing denoted by the object.

He named his son Charles. (*Son* is the direct object of *named.* The meaning is not complete, however, without *Charles. Charles* denotes the same person that is denoted by *son.*)
They elected William *president.*
I call that deed *noble.*

20. A **predicate complement** is a noun, pronoun, or adjective that completes the meaning of a verb (which has no

direct object) and also modifies the subject, or denotes the same person or thing denoted by the subject. (For definition of **subject,** see section **50.**)

His dog is an *Airedale.*
The music will be *beautiful.*
She was chosen *queen.*
William was elected *president.*
The light became *brighter.*
This is *he.*

21. A **transitive verb** is a verb that requires a *direct* object.

He *brings* good news.
We *examined* the document carefully.

22. An **intransitive verb** is a verb that does not take a direct object. An intransitive verb is complete in itself or is completed by a predicate complement.

Flowers *bloom.*
The light *was* brilliant.
This *is* his coat.

23. Some verbs may be transitive in one sentence and intransitive in another, according to the meaning.

He *returned* to the camp at eight o'clock.
He *returned* the book that he had borrowed.

EXERCISE

24. Tell which verbs are transitive and which are intransitive in the following sentences:

1. The account of these events, in which his grandfather had played a leading part, filled the lad with enthusiasm.

2. A cheer broke from the lips of the watchers as the workmen feverishly tore away the last of the barriers.

3. When they had completed this business, both of the strangers saddled their horses and rode away in the direction whence they had come.

4. The district attorney said that he would dismiss the case.

5. She laid the book on the chair at her side and gazed thoughtfully into the fire.

6. To the latter question he did not reply, for he felt that the conversation had already gone too far.

7. Even on such a morning as this, when annoyances were coming thick and fast, she did not regret the promise that had caused her departure.

8. Rex stopped the group at the edge while he, with the bravado that had once before brought him to grief, stepped boldly forward.

9. As the old man approached, Jan held the lantern higher, and its uncertain beam illuminated a face that I shall never forget.

10. The moon had risen and he could see the road without difficulty now, but the faithful animal that had carried him all the way from Springfield could never reach Carman before morning.

11. After all, if he could not convince her of his innocence, why should he not demand an explanation from the one who had caused all the difficulty?

12. "He offered me five hundred dollars for that book," she said as I handed the worn volume back to her. "The original edition was small, and there are only a few copies in existence now."

13. Happier were they than they had been for many a day, for was not Samuel — their own Samuel — coming home with all the honors that the state could heap upon him?

14. Though I do not expect that all of my hearers will become enthusiastic over the plan I have outlined, none, I hope, will for a moment regard the project as purely visionary.

15. When he caught sight of this creature there among his guests, he was strangely affected; for a moment he blundered on in his conversation with Langston, and then with whitened face he turned suddenly and left the room.

25. A **finite** form of a verb is one that is limited in one or more of the following respects:

1. The person or thing to which it refers (person speaking, person or thing spoken to, person or thing spoken of).
2. The time of the action.
3. The number performing the action (one, or more than one).

The verb *am*, for example, refers to present time, and to one person, who is the speaker. The verb *was* refers to past time, and to one person or thing. *Was* refers to the speaker or to the person or thing spoken of, but not to the person or thing spoken to.

26. A **non-finite** form of a verb is one that is not limited as finite forms are. A non-finite form (*going*, for example) is not definite as to time, number, or person. It will be seen (sections **27**, **28**, and **30**) that the non-finite forms keep some of their characteristics as verbs, but they are used as if they were nouns or adjectives.

There are three non-finite forms: **infinitive, gerund,** and **participle.**

27. The **infinitive** is the verb form that expresses the general idea of the verb without asserting it. The infinitive is used as a noun, and is usually, but not always, the object

of the preposition *to*, as in the following examples: *to go, to hear, to succeed, to be understood.*

In its use with the infinitive, the word *to* frequently has no force as a preposition. The word is often called merely "the sign of the infinitive." The whole expression *to succeed* is treated as if it were one noun in this sentence:

To succeed requires effort.

The infinitive is used without *to* in the following examples:

Let me *go*.
They made him *stop*.

Since an infinitive retains part of its functions as a verb, it may take an object, as in the following:

To read that *book* requires patience.
I hope to find *them*.

Examples of different forms of infinitives are given in the second appendix to this book (pages 100 and 103).

28. The **gerund** is another verb form used as a noun. It always ends in *-ing*.

He preached on the subject of *giving*.

Since the gerund retains part of its functions as a verb, it may take an object, as in the following:

He was engaged in building a *factory*.
Picking *berries* occupied the afternoon.

29. A noun or pronoun modifying a gerund is in the possessive form. (See section **121.**)

As an instance, he mentioned *Rowan's* carrying the message to Garcia.
Does she object to *your* going?

Notice the difference between the next two examples:

I mentioned the man's wanting the position. (The object of *mentioned* is the gerund *wanting*. *Man's* modifies *wanting*. The sentence means: I mentioned the fact that the man wanted the position.)

I mentioned the man wanting the position. (The object of *mentioned* is the noun *man*. *Wanting* is a participle [section 30], modifying *man*. The sentence means: I mentioned the man who wanted the position.)

30. The **participle** is the verb form that is used as an adjective. It may take an object, and it may be modified by adverbs.

Hearing a noise, he turned. (*Hearing* modifies *he*. *Noise* is the object of *hearing*.)

Searching carefully among the dead leaves, she at length discovered the ring. (*Searching* modifies *she*. *Carefully* modifies *searching*.)

Examples of participles are given in the second appendix (pages 100 and 103).

EXERCISE

31. Find the infinitives, participles, and gerunds in the following sentences:

1. Supposing that he wished to be alone, I left him and strolled out to watch the children.

2. The hillside, clothed now in the reds and browns of autumn, was more brilliant than I had expected it to be.

3. The scurrying of the ants backward and forward in seemingly endless lines fascinated her, and she remained gazing at them for half an hour.

4. Breaking the statuette was not a serious matter, but speaking of the accident was distasteful to him.

5. The agreement having been reached, he asked for a little time in which to prepare the statement.

6. Awed by the scene that they had been forced to witness, they rode on in silence, neither seeming to trust himself to speak.

7. Haynes had tried to persuade Tedford to omit that part of the speech; but Tedford, though alarmed somewhat by the danger of defeating the very measure he had come to support, refused to strike out a single word; and thus it came about that the political sagacity of the two leaders was put to a public test.

EXERCISE

32. Find all of the nineteen verbs included in the sentences in section **5.** In this exercise, count each word separately, even though in some cases two or more words are required to make a complete verb form. Pick out direct objects, indirect objects, objective complements, and predicate complements.

V. Adverbs

33. An **adverb** is a word that modifies a verb, an adjective, another adverb, or (rarely) a preposition.

Arthur was *here*.
He sang *beautifully*.
He *quickly* restored order.
When will he come?
The evening was *delightfully* cool.
She spoke *very rapidly*. (*Rapidly* modifies *spoke*. *Very* modifies *rapidly*.)
The hard-pan was *just* below the surface of the soil.

34. Adverbs are divided into two classes: **simple** and **conjunctive.**

A **simple adverb** is an adverb that merely modifies; as: *very, here, badly, nearly, quite, seldom, twice.*

A **conjunctive adverb** is an adverb that not only modifies a word but also serves as a connective. The connective function is shown in section **65.** The words in the following list are conjunctive adverbs. Some of them may also be used as simple adverbs.

than	where	whereby	wherever
when	whence	whither	whenever

as . . . as (John is *as* tall *as* I.)
so . . . as (My book is not *so* heavy *as* yours.)
the . . . the (*The* more they shouted, *the* faster he ran.)

35. The following words should receive special attention. On account of their meaning, they appear to be **conjunctive adverbs;** but *grammatically* they are **simple adverbs.**

accordingly	furthermore	moreover	so
also	hence	nevertheless	still
besides	however	otherwise	then
consequently	likewise	therefore	yet

In the following examples, notice that a simple adverb does not join the grammatical structure of one sentence to that of another:

We could now barely distinguish the trees at the side of the road. *Nevertheless,* he insisted on continuing the search.

Opposition immediately appeared on all sides. Marston, *however,* was unmoved.

The other messenger was even more insistent. *So,* in spite of the difficulty, they struggled on.

Notice the difference in punctuation in the following sentences:

CONJUNCTIVE ADVERB: The class arose when the bell rang.

SIMPLE ADVERB: He had forgotten to bring his theme and the two books; moreover, he had broken his fountain pen.

SIMPLE ADVERB (another method): He had forgotten to bring his theme and the two books. Moreover, he had broken his fountain pen.

EXERCISE

36. Find all of the nine adverbs included in the sentences in section **5.**

VI. Conjunctions

37. A **conjunction** is a word used to join words or groups of words.

1. Streets *and* stores were crowded.
2. They rode down the hill *and* through the valley.
3. The storm was fast approaching, *but* the travelers did not seek shelter.
4. We shall go *if* conditions are satisfactory.

38. Conjunctions are of two kinds: **coördinating** and **subordinating.**

Coördinating conjunctions are those that join words or word groups of equal rank; that is, words or word groups in the same grammatical construction.

When a writer or speaker uses the same grammatical construction for the expression of two or more ideas,

he thus indicates that he regards the ideas as equally important.

In sentences 1, 2, and 3 in section **37,** name the words or word groups that are joined by coördinating conjunctions.

Coördinating conjunctions used in pairs are called **correlatives;** as: *either . . . or, neither . . . nor, whether . . . or, both . . . and.*

Subordinating conjunctions are conjunctions that join word groups of unequal rank; as:

after	except	though
although	for	till
as	if	unless
because	lest	until
before	since	whereas
ere	that	while

Some of the words in this list may also be used as prepositions or other parts of speech.

Notice the difference:

Coördinating Conjunction: They searched until they found a grassy spot, *and* there they spread the lunch. (The writer of the sentence evidently regards the two ideas as equal in importance.)

Subordinating Conjunction: The boys were happy *because* it was snowing. (Which of the two ideas does the writer of the sentence evidently regard as the more important?)

EXERCISE

39. Find the four conjunctions included in the sentences in section **5.**

VII. Prepositions

40. A **preposition** is a word that shows the relation of its object to some other word; as: *of*, *on*, *in*, *into*, *to*, *toward*, *by*, *beside*, *with*.

The boy *on* the bicycle waved his hand. (*On* shows the relation of *boy* to *bicycle*. *Bicycle* is the object of *on*.)
The bell rang *at* noon. (*At* shows the relation of *rang* to *noon*. *Noon* is the object of *at*.)

41. A preposition and its object (with any adjectives and adverbs that may be present as modifiers) form a **prepositional phrase.** (When used without reference to its significance in grammar, the word **phrase** is employed to mean almost any small group of words.)

A prepositional phrase that modifies a noun is called an **adjective phrase** because it performs the duty of an adjective.

A prepositional phrase that modifies a verb is called an **adverb phrase** because it performs the duty of an adverb.

EXERCISE

42. Find the eleven prepositions in the sentences in section **5.**

VIII. Interjections

43. An **interjection** is a word that expresses strong feeling; as: *oh*, *ouch*, *hurrah*.

An interjection is an independent expression not related grammatically to other words that may accompany it.

Alas, he has fallen!
I am trying to find my needle, and — *ouch!* — here it is.

EXERCISE

44. Find the interjection in section **5.**

EXERCISE

45. Classify the following words as to parts of speech:

1. boy	18. friendly	35. with
2. when	19. to	36. our
3. was	20. two	37. not
4. into	21. too	38. become
5. beauty	22. brave	39. have
6. Ohio	23. terrible	40. carry
7. we	24. you	41. industry
8. shamrock	25. never	42. on
9. from	26. but	43. shall
10. large	27. his	44. peace
11. Washington	28. poetry	45. confess
12. whew	29. at	46. Marlborough
13. throw	30. Ruth	47. useful
14. enroll	31. hardly	48. and
15. write	32. bright	49. if
16. it	33. pshaw	50. thicker
17. they	34. believe	51. France

46. A good dictionary should be consulted in cases of doubt as to the part of speech. Some words have various uses. Notice these examples:

AS

SUBORDINATING CONJUNCTION: As he was uncertain, he hesitated. (See section **38.**)

CONJUNCTIVE ADVERB: It was as red as a beet. (See section **34.**)

RELATIVE PRONOUN: He did not expect such a gift as he received. (See section **8.**)

CONJUNCTION used merely as introductory word, not as connective: They discussed Franklin as an inventor.

LIKE

VERB: She likes olives. (See section **16.**)

ADJECTIVE: After Mr. Strong made his contribution, the stranger gave a like amount. (See section **11.**)

ADJECTIVE OR PREPOSITION: He is like his brother. (When used in this way, *like* may be regarded as a preposition [section **40**], although it is primarily an adjective [section **11**]. Formerly, in such a sentence, *like* was followed by the preposition *to* or *unto:* He is like unto his brother. The noun may still be regarded as the object of the preposition *to* or *unto* understood.)

ADVERB OR PREPOSITION: He walks like his brother. (See the preceding explanation. Note that *like* should not be used as a conjunction. See section **48.**)

SINCE

SIMPLE ADVERB: It has not been seen since. (See section **34.**)

SUBORDINATING CONJUNCTION: This city has grown rapidly since the bridge was completed. (See section **38.**)

PREPOSITION: They are happy since the election. (See section **40.**)

SO

SIMPLE ADVERB: It was raining; so we went home. (See section **35.**)

CONJUNCTIVE ADVERB: Colorado is not so large as California. (See section **34.**)

THAT

ADJECTIVE: That chair is two hundred years old. (See section **12.**)

INDEPENDENT PRONOUN: That is my horse. (See sections **6** and **9.**)

RELATIVE PRONOUN: This is the book that I bought. (See sections **6** and **8.**)

SUBORDINATING CONJUNCTION: He said that he would come. (See section **38** and the explanation in section **66,** beginning, "Formerly . . .")

CONJUNCTIVE ADVERB: The weight was so heavy that he could not lift it. (See section **34.**)

THERE

SIMPLE ADVERB: She was there. (See section **34.**)

ADVERB used as introductory word without grammatical connection with other words: There were several reasons for my answer.

WHAT

ADJECTIVE: What supplies will be needed? (See section **12.**)

INDEPENDENT PRONOUN: What is it? (See sections **6** and **9.**)

RELATIVE PRONOUN: This is what I want. (See sections **6** and **8.**)

EXERCISE

47. Each of the following words may be used as more than one part of speech: *but, fast, for, while,* and *worth.* Give sentences illustrating the different uses of each.

48. Although some words have various uses, as illustrated on pages 15–17, most words are more strictly limited as to their parts of speech. The student is warned against incorrect uses, such as the following:

They suspicion him. (*Suspicion* is a noun. It should not be used in place of the verb *suspect*.)

The policeman reported a big steal. (*Steal* is a verb. It should not be used in place of the noun *theft* or *robbery*.)

I did it like he did. (*Like* is an adverb or a preposition. It should not be used in place of the conjunction *as*. See section **46**.)

EXERCISE

49. Classify the words in the following sentences as to parts of speech:

1. The daily sight of the lands which his ancestors had possessed, and which had passed into the hands of strangers, filled his young brain with wild fancies and projects. (*Macaulay*)

2. Changed into a man of this sort, Dobbin found the once florid, jovial, and prosperous John Sedley. (*Thackeray*)

3. I wanted a stock of words, or a readiness in recollecting them, which I thought I should have acquired before that time if I had gone on making verses. (*Franklin*)

4. There is hardly anything that shows the short-sightedness or capriciousness of the imagination more than traveling does. (*Hazlitt*)

5. It is a strange thing that in sea voyages, where there is nothing to be seen but sky and sea, men should make diaries. (*Bacon*)

CHAPTER II

CLAUSES AND SENTENCES

I. Clauses

50. When an idea is expressed in words, two things are necessary:

1. At least one noun, or something used as a noun, is needed to denote the person or thing that is under consideration. This part of the expression is called the **subject.**
2. At least one word is needed to say something about the subject. This part is called the **predicate.**

In each of the following examples, the first word is a noun or pronoun, used as the subject. The other words are verbs, forming the predicate.

Trees grow.
Stars shine.
Gertrude was speaking.
He should have been told.

The word denoting the person or thing that is under consideration may be modified by one or more words:

The pilot of the other boat shouted.

In such a sentence, a distinction may be made between the simple subject (or subject substantive) and the complete sub-

ject. The **simple subject** includes only the essential word (usually a noun or pronoun) that denotes the person or thing. The **complete subject** includes the essential word and its modifiers. In the example preceding this paragraph (see page 19), the simple subject is *pilot;* the complete subject is *the pilot of the other boat.*

There is a similar distinction between the simple predicate (or predicate verb) and the complete predicate. The **simple predicate** includes the verb only; the **complete predicate** includes verb, modifiers, and complements.

Name the simple predicate and the complete predicate in each of the following sentences:

You are kind.
Mr. Jones is my banker.
He has been ill.
The whistle seems unusually loud.

The subject is not always expressed first. Notice the following:

Do you know? (*You* is the subject. *Do know* is the predicate.)

Has Jamestown been rebuilt? (*Jamestown* is the subject. *Has been rebuilt* is the predicate.)

Above the dingy building floated a bright new flag. (The simple subject is *flag.* The complete subject is *a bright new flag.* The simple predicate is *floated.* The complete predicate is *floated above the dingy building.*)

51. A **clause** is a group of words consisting essentially of a simple subject and a simple predicate. A clause may contain an object, a complement, an appositive, and various modifiers. If any of these modifiers themselves are combined

as subject and predicate, they form a separate clause, which as a whole modifies a word in another clause.

> The creek, which had been swollen by the recent rains, was almost impassable. (There are two clauses here. One of them is: *The creek was almost impassable.* The other is: *which had been swollen by the recent rains.* The latter clause modifies the word *creek.*)

52. There are two kinds of clauses: **independent** and **subordinate.**

A clause that does not modify anything or act as part of another clause is an **independent clause.** Such a clause is sometimes called a **main,** or **principal, clause.**

> After the mixture hardens, the paint is applied. (The independent clause is: *the paint is applied.*)

A clause that modifies a word in another clause, or acts as subject, object, complement, or appositive in another clause is a **subordinate** (**dependent**) **clause.** Subordinate clauses are used to express ideas that are less important, in the intention of the speaker, than the ideas expressed in independent clauses.

> The vine that surrounded the little window was now white with blossoms. (Of the two ideas expressed here, the one that the speaker regards as more important is placed in the independent clause: *The vine was now white with blossoms.* The idea that the speaker regards as less important is placed in the subordinate clause: *that surrounded the little window.* The subordinate clause modifies the noun *vine.*)

53. Subordinate clauses are of three kinds: **adjective clauses, adverb clauses,** and **noun clauses.**

A clause that acts as an adjective (modifying a noun or a pronoun) is an **adjective clause.**

> The man *who just entered* is the salesman. (The subordinate clause modifies *man.*)

A clause that acts as an adverb (modifying a verb) is an **adverb clause.**

> *When the sky had cleared somewhat,* we started. (The subordinate clause modifies *started.*)

A clause that acts as a noun (the whole clause being used as subject, object, predicate complement, or appositive in another clause) is a **noun clause.**

> *That the cable had snapped* was the appalling truth. (The subordinate clause is the subject of the verb *was.*)
>
> He said, "*I shall go.*" (The subordinate clause is the object of the verb *said.*)
>
> His theory was *that the Mayas had withdrawn voluntarily from their cities.* (The subordinate clause is the predicate complement.)
>
> The news *that help was coming* cheered every member of the brave little band. (The subordinate clause is in apposition with *news.*)

II. Sentences

54. A **sentence** is a group of words expressing a complete thought. A sentence consists of one or more clauses.

55. There are four kinds of sentences: **simple, compound, complex,** and **complex-compound.**

56. A **simple sentence** consists of one independent clause.

> The elevated train roared loudly past the station.

57. A **compound sentence** consists of two or more independent clauses. Such clauses are ordinarily joined by a coördinating conjunction, but sometimes the conjunction is not expressed. When the conjunction is omitted, the clauses should be separated by a semicolon, not a comma.

The sky is overcast with a sort of greenish haze, and the wind is rising.

He was searching for silver; he found gold.

WARNING: The joining of two different sentences without a conjunction or a semicolon is a serious error. See section **111.**

58. A **complex sentence** consists of one independent clause and one or more subordinate clauses.

59. The kind of word that connects the clauses of a complex sentence depends upon the nature of the subordinate clause.

If the latter is an adjective clause, a relative pronoun is used:

They were talking to the fisherman *who* had rented the boat.

If the subordinate clause is an adverb clause, a subordinating conjunction or a conjunctive adverb is used:

We reached the station *before* the train arrived.

A store stood *where* the old house had been.

If the subordinate clause is a noun clause, no connective is necessary, but the subordinating conjunction *that* is often used to add smoothness to the sentence.

He said he was coming.

He said *that* he was coming.

60. A **complex-compound** sentence consists of two or more independent clauses and one or more subordinate clauses.

> The cart stopped with a jerk; and the driver, who was evidently startled, shouted something in a foreign tongue.

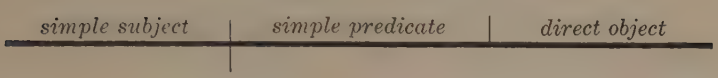
61. In order to show the relations existing among the words and clauses in a sentence, it is convenient to use diagrams. Just as symbols are useful in textbooks on geometry or electricity, so in grammar a few straight lines and curves are helpful in making clear the analysis of sentences.

The simple subject and the simple predicate of a clause are written on a horizontal line. The subject is separated from the predicate by a vertical line crossing the horizontal line.

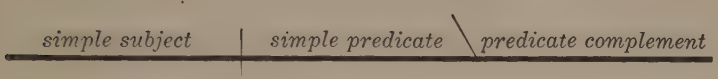
EXAMPLE: Time flies.

When a direct object, a predicate complement, or an objective complement is present, it is also written on the horizontal line. The separating line preceding a direct object is vertical; that preceding a predicate complement leans toward the subject; and that preceding an objective complement leans toward the object.

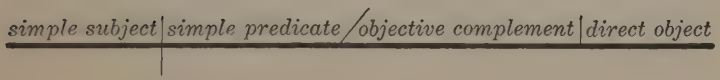
On the next page are three pairs of diagrams that illustrate the different uses of the separating lines. Compare the diagrams carefully, noting what is indicated by each line crossing or touching the horizontal line.



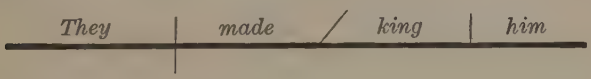
EXAMPLE: Columbus discovered America.



EXAMPLE: Cæsar was dictator.

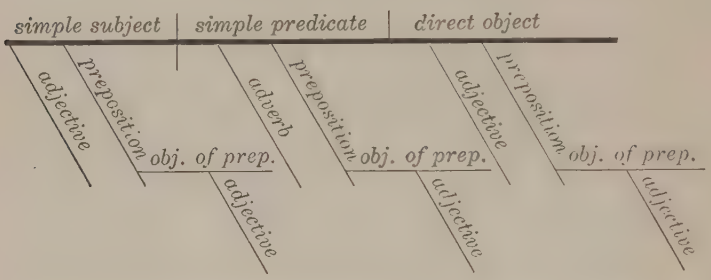


EXAMPLE: They made him king.

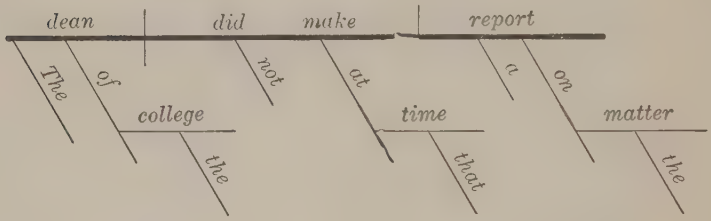


Notice the order of the words in the diagram above. The sentence is: They made him king. In the diagram, however, the objective complement is placed before the direct object.

Adjectives, adverbs, and phrases are placed beneath the words they modify:



EXAMPLE: The dean of the college did not make a report on the matter at that time.



EXERCISE

62. Diagram these sentences:

1. He picked his way carefully.
2. Do you know a good remedy for laziness?
3. The woman in the green dress was the temporary secretary of the literary society.
4. This book calls architecture "frozen music."
5. More tumultuously rushed the torrent through the rocky gorge.

6. A straight line is the shortest distance between two points.

7. The legislature did not meet until the next year.

8. The editor of the little newspaper was at that time busily compiling a history of the county.

9. In this debate both speakers confined their arguments to the practical phases of the question.

10. On the other side of the lake rise four barren hills.

11. They named the park Balboa in honor of the discoverer of the Pacific Ocean.

12. Here we soon found an abundance of the most beautiful ferns.

13. He was a jovial fellow with a great reputation among the young people of the community.

14. In an affair of this kind the lawyer was always extremely careful.

15. We then made a complete inventory of the goods on the shelves.

16. To this great institution come hundreds of students from many lands.

17. Before the invention of the compass, sailors determined their direction by the stars.

18. The work of Thoreau was not appreciated during his lifetime.

19. A few shrubs with attractive bluish flowers give some relief from the monotony of the desert.

20. Then the crowd in the bleachers took up the refrain.

21. The irate villagers were assembling before the door of the house.

22. The ruddy glow was now plainly visible along the eastern horizon.

23. The hermit was already approaching with slow uneven steps.

24. After that exhibition of bravery, they always called him their leader.

25. This solitary hill rises high above the peaceful valley of the Kaw.

26. Some species of weeds have been completely eradicated from the district.

27. Richard was engaged in serious conversation with the foreman.

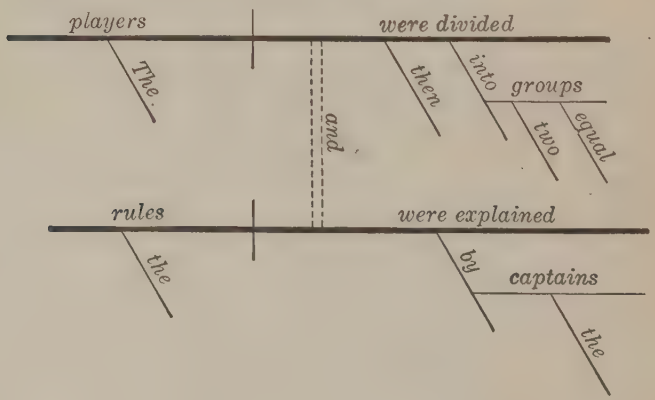
28. In front of the little store a motley group had congregated.

29. The clear cold water from the spring on the hillside was trickling down among the rocks.

30. The tone of the speech had a really remarkable effect on the group of strikers.

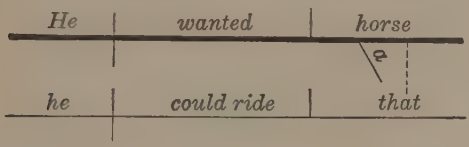
63. If the sentence is compound, the clauses are joined by a double dotted line on which the coördinating conjunction is written. The conjunction does not belong in either of the clauses but stands between them.

The players were then divided into two equal groups, and the rules were explained by the captains.



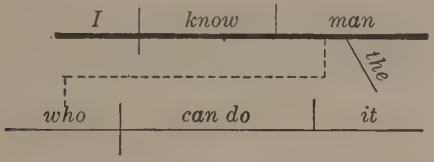
64. The next five diagrams illustrate complex sentences in which the subordinate clauses are adjective clauses. The relative pronouns are always in the subordinate clauses, and the antecedents are always in the independent clauses.

He wanted a horse that he could ride.

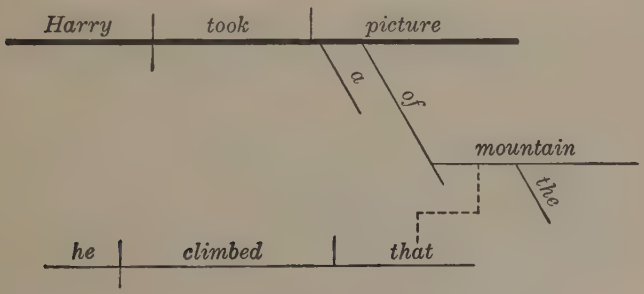


The entire subordinate clause modifies the word *horse*, which is the antecedent of the relative pronoun *that*.

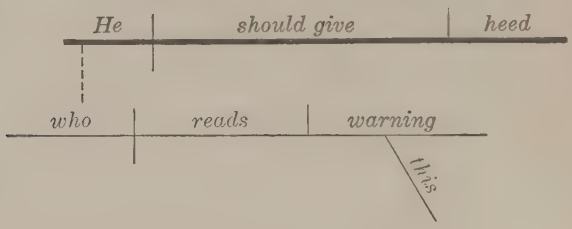
I know the man who can do it.



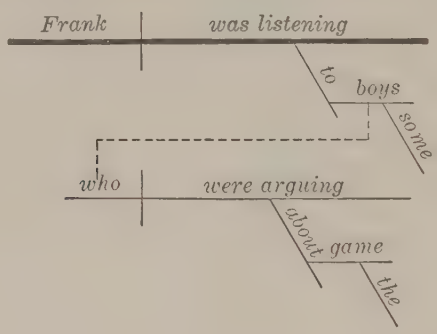
Harry took a picture of the mountain that he climbed.



He who reads this warning should give heed.



Frank was listening to some boys who were arguing about the game.

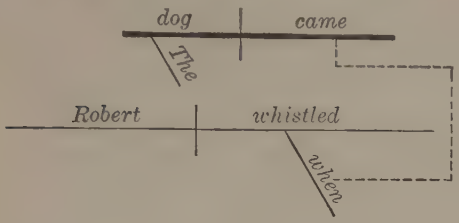


65. The next two diagrams (see page 31) illustrate complex sentences in which the subordinate clauses are adverb clauses.

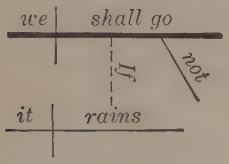
A conjunctive adverb is placed under the word that it modifies, and a single dotted line is drawn from the adverb to the word that the subordinate clause modifies.

A subordinating conjunction is placed on a single dotted line that joins the clauses.

The dog came when Robert whistled.



If it rains, we shall not go.

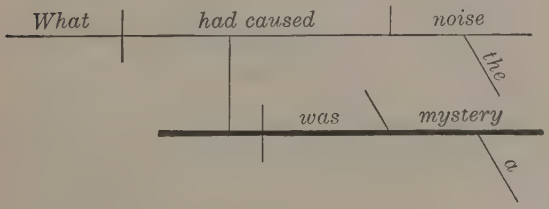


The independent clause is placed above the subordinate clause.

66. The next six diagrams illustrate complex sentences containing noun clauses used in various ways. The vertical line on which a noun clause rests is, for the sake of uniformity, placed under the verb.

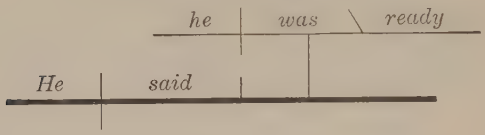
1. Noun clause used as subject.

What had caused the noise was a mystery.

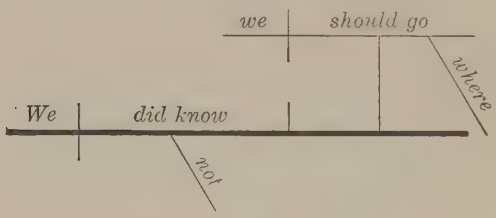


2. Noun clause used as object of verb.

He said he was ready.



We did not know where we should go.

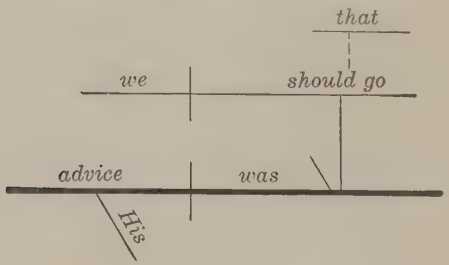


Such words as *where, who, when, if*, etc., have no connective force when they introduce *noun* clauses. Notice these examples:

She told the banker who she was.
I asked him whether he would go.

3. Noun clause used as predicate complement.

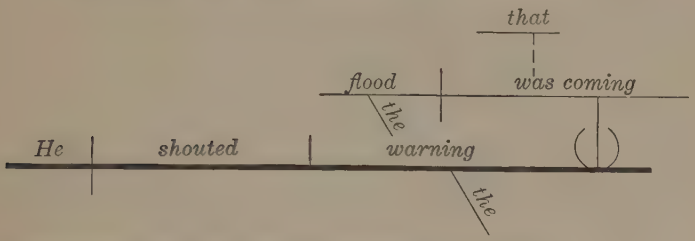
His advice was that we should go.



Formerly, the word *that* was used as subject, object, or predicate complement with which the noun clause was in apposition. At present, it is classified as a conjunction, but it is not regarded as having much connective force. It is merely an introduction to the subordinate clause.

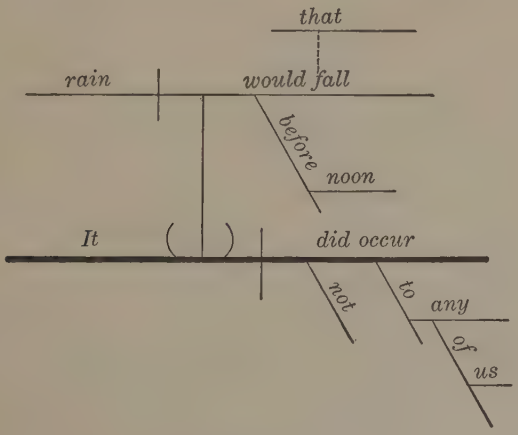
4. Noun clause used as appositive.

He shouted the warning that the flood was coming.



Parentheses in a diagram indicate an appositive.

It did not occur to any of us that rain would fall before noon.



EXERCISE

67. Diagram the following sentences, and tell whether each is simple, compound, complex, or complex-compound.

1. The sun had set before the solitary horseman reached the inn.
2. I think she will bring the picture when she comes to class tomorrow.
3. The pavement was good enough when it was new, but it soon became rough under the heavy traffic.
4. The trouble may be in one of the tubes, or it may be in the antenna.
5. The old clock in the hall has been running continuously for ten years.
6. The crowd in the street below had stopped in obedience to the policeman's command.
7. These plants will not grow much unless they are placed in the sunlight.
8. Lincoln's speech on that occasion made the issue clear.
9. Many improvements had already been made, but not all of the defects had been remedied.
10. The astronomer said that the earth could pass through the tail of a comet without harm to anybody.
11. The method by which the members of a jury are selected will be explained in detail.
12. A trip across the country before the railroads were built was often a hazardous undertaking.
13. The new cobbler plied his trade with such skill that within a year he earned as much as the duke had demanded.
14. The deer bounded away whenever we approached; however, we did secure some fairly good photographs.
15. Either the first plan or the second would have succeeded, but the third was doomed from the start.

16. Something in her manner aroused my pity; yet nothing that she said could have been interpreted as an appeal for sympathy.

17. Because the beavers were building in this manner, he confidently predicted an early winter.

18. "Such legislation," he said, "is highly desirable, for it will increase efficiency and decrease corruption."

19. When he asked whether he might join them, they replied, "The more the merrier."

20. We were again reminded of Irving when, almost immediately after our arrival at Tarrytown, sudden peals of thunder reverberated among the mountains.

21. The ghost tales that centered about the old mill were repeated on those long evenings until I almost knew them by heart.

22. Above the rude fireplace he had carved the words: "All men are created equal."

23. When I was older, I read *Gulliver's Travels* again and discovered that it was not merely a whimsical tale.

24. The fact that others had lost their lives in the attempt did not deter him.

25. We asked many questions, for we believed that the fellow knew wherein the weakness of the plan lay.

26. The steeple, although it was in the path of the hurricane, was unharmed; but the large elm had crashed to the ground.

27. He must have had assistance of some sort; otherwise he never could have finished in that length of time.

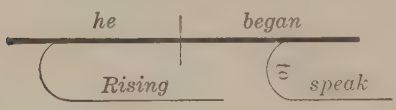
28. The car was standing where we had left it, and we quickly made such repairs as were needed.

29. "That is the end of it," he said firmly as he closed the case, and he never referred to the matter again.

30. The planter now decided that the time for expansion had come; hence he made an offer for the land that Stuart had inherited.

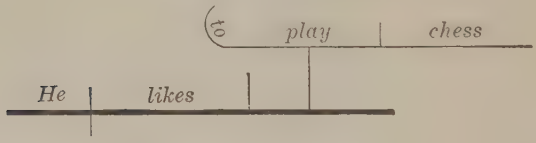
68. Participles, infinitives, and gerunds are placed on curved lines in order that they may be distinguished from ordinary adjectives, nouns, and phrases.

Rising, he began to speak.



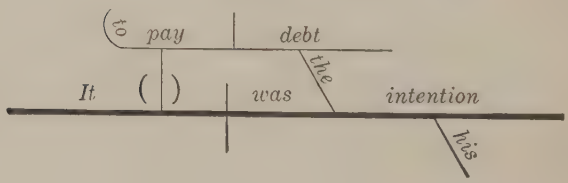
In this sentence *to* performs its duty as a preposition. It connects its object to the word the phrase modifies. See section **27.**

He likes to play chess.

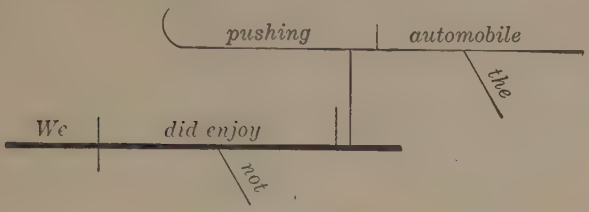


Here *to* does not act as a connective.

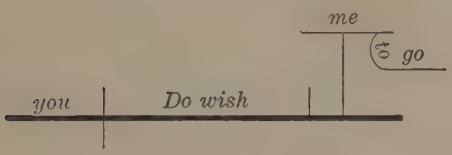
It was his intention to pay the debt.



We did not enjoy pushing the automobile.

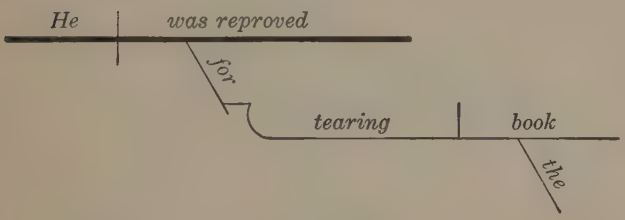


Do you wish me to go?



The object of *do wish* is not *me* only but *me to go*. *Me* is the subject of the infinitive. The subject of an infinitive is always in the objective case.

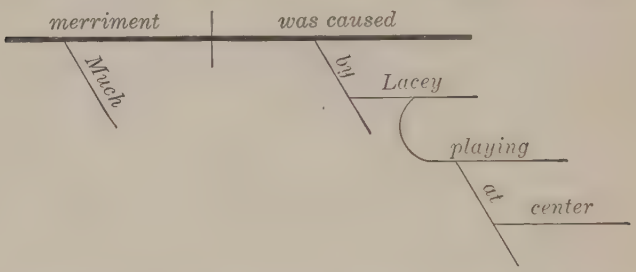
He was reproved for tearing the book.



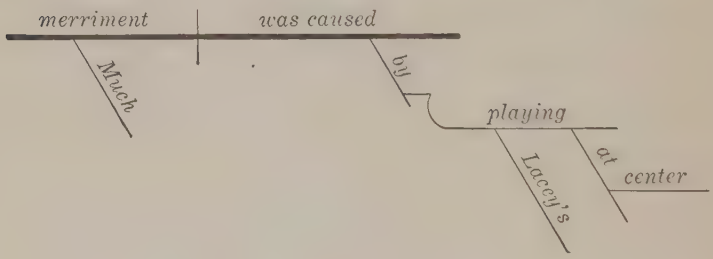
In connection with the preceding six diagrams, review sections **27, 28,** and **30.**

69. What is the difference in the meaning of the sentences in the next two diagrams? See sections **29** and **121**.

Much merriment was caused by Lacey, playing at center.

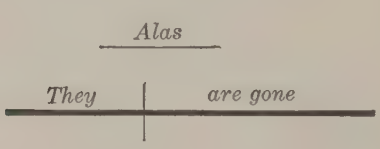


Much merriment was caused by Lacey's playing at center.

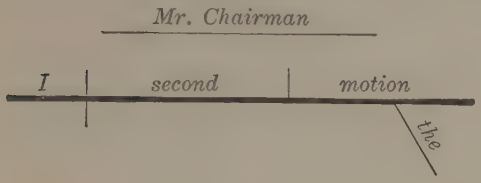


70. A sentence may contain an independent expression that has no grammatical connection with the rest of the sentence. Notice the following diagrams:

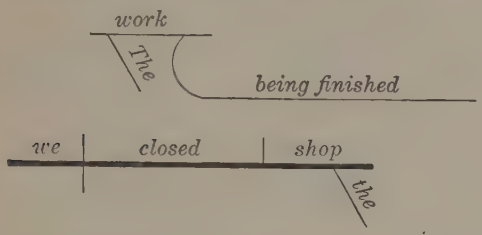
Alas! They are gone!



Mr. Chairman, I second the motion.



The work being finished, we closed the shop.



71. A word that is understood but not expressed is indicated in a diagram by the sign *X*. In the following sentence the understood word is *you*.

Come here.

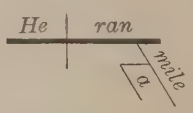
72. The history of our language shows that most adverbs have been made from other parts of speech. As a result, some adverbs are found occasionally in places where the other parts ordinarily appear. In the sentence "Times have

changed since then," the adverb *then* occurs where a noun or pronoun, as object of the preposition *since*, is regularly required. In order to diagram such a sentence, it is best to replace the adverb by words showing its original meaning, thus: "Times have changed since that time." "This is the house where I live" means "This is the house in which I live."

73. Notice the difference between these two sentences:

He ran an engine.

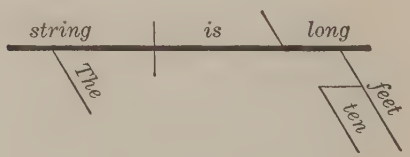
He ran a mile.



The relation of *ran* to *engine* in the first sentence is not the same as the relation of *ran* to *mile* in the second sentence. In the first sentence, *ran* is transitive. The noun *engine* is the direct object. In the second sentence, *ran* is intransitive. The noun *mile* is used in an adverbial construction.

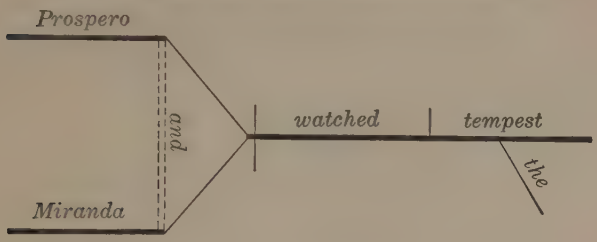
The following sentences contain other examples of nouns used adverbially:

We have waited all *day*.
He has delivered that oration four *times*.
An experienced helper can wrap three of these boxes every *minute*.
The string is ten *feet* long.

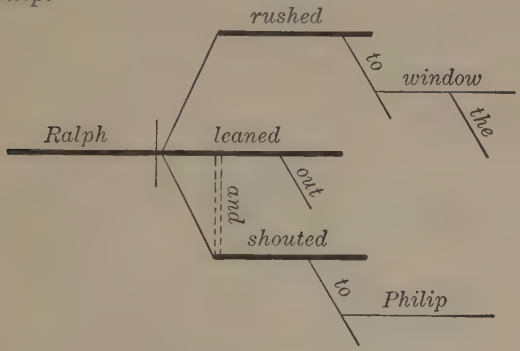


74. A simple sentence with more than one simple subject or more than one simple predicate should not be mistaken for a complex or a compound sentence.

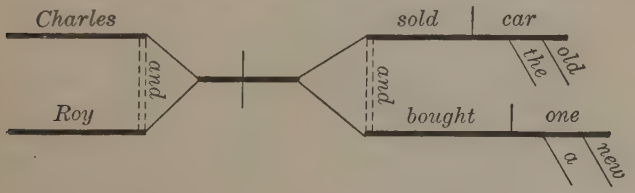
Prospero and Miranda watched the tempest.



Ralph rushed to the window, leaned out, and shouted to Philip.

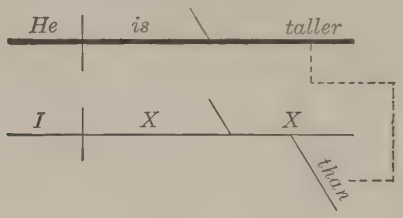


Charles and Roy sold the old car and bought a new one.

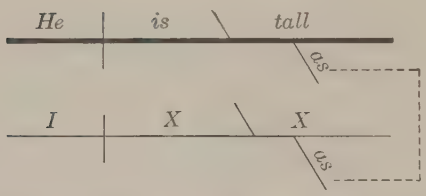


75. The following diagrams illustrate various relationships:

He is taller than I.

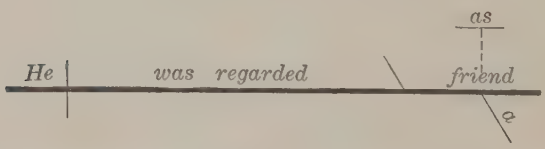


He is as tall as I.



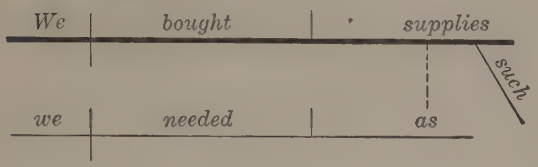
The understood words in each of the sentences above are *am tall.*

He was regarded as a friend.



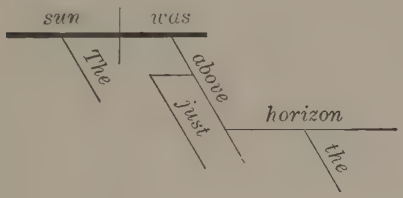
Compare the use of *that* as an introductory word. (See section **46.**)

We bought such supplies as we needed.

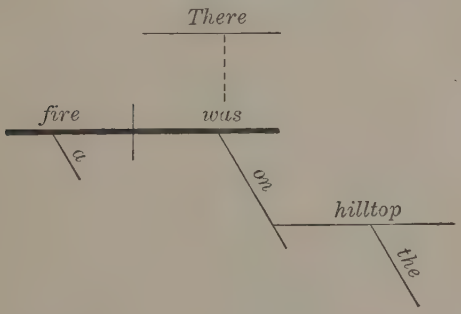


For other uses of *as* see section **46.**

The sun was just above the horizon.

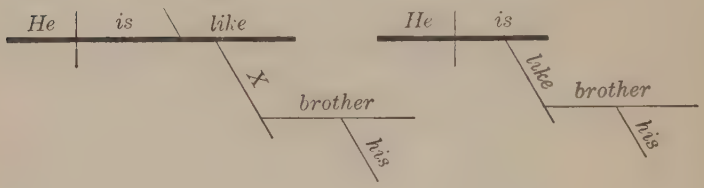


There was a fire on the hilltop.

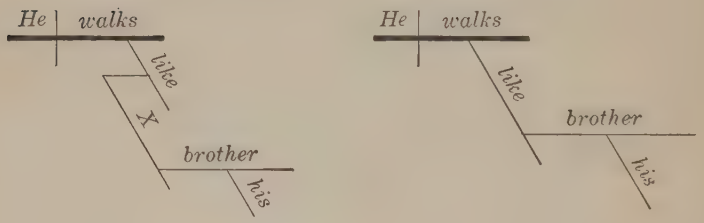


See *there* in section **46.**

He is like his brother. (See section **46.**)



He walks like his brother. (See section **46.**)



76. It is best to diagram certain combinations of words as if they were single words. The following may be treated as ordinary conjunctions: *as if, as though, inasmuch as, forasmuch as, so that* [We marked the place so that we could find it again], *as well as* [Lena as well as Marjorie will be there], *but that, in order that, in case that.*

The following may be regarded as prepositions: *according to, apart from, as for, as regards, as to, because of.*

The sentence "He was afraid that he would be late" is equivalent to "He feared that he would be late." The noun clause is the object of the verb.

EXERCISE

77. Diagram these sentences:

1. His recital was one of the most extraordinary concerts that I ever attended.
2. Speaking from the platform of his private car, he declared that a change must come within five years.
3. An hour later, we caught sight of a snowy peak.
4. The western slope is more picturesque than the eastern.
5. She refrained from mentioning the plan.
6. Her trip to Arizona was intensely interesting, for she had never seen a desert.
7. She was as happy as a lark.
8. This proposal is unjust; therefore it should be rejected.
9. Do you know whether he is going or not?
10. While in high school, he learned to operate a linotype.
11. The students who represented the school met on Saturday to hear the report of the members who had made the investigation.
12. All preparations being complete, the orchestra played a selection as a prelude to the ceremony.
13. Several wished to make speeches; but, as the hour was late, the discussion was postponed.
14. There's no place like home.
15. Borne on the winds of April come those elusive odors from the distant forest — odors that somehow awaken memories of childhood.
16. In washing the dirt from the plant, try to avoid injuring the nodules on the roots.
17. It seemed to me that life on the ranch must have been lonely to a man of Easton's temperament.
18. Apparently unconscious of the danger, the little fellows were darting in and out among the moving vehicles.

19. Aroused by the barking of the dog, Steven discovered that the barge had slipped its moorings and was fast being swept downstream.

20. "Old fellow," he exclaimed, slapping Jones heartily, "let me congratulate you!"

21. The amount of depreciation having been deducted, the present value was found to be smaller than they had anticipated.

22. When the little band had sailed away, leaving only the dying embers on the beach, two centuries were destined to elapse before the coming of another white man.

23. Never, since literature became a calling in England, had it been a less gainful calling than at the time when Johnson took up his residence in London. (*Macaulay*)

24. I soon found out that Mrs. Gummidge did not always make herself so agreeable as she might have been expected to do, under the circumstances of her residence with Mr. Peggotty. (*Dickens*)

25. Alas, we have known times call loudly enough for their great man, but not find him when they called. (*Carlyle*)

26. Talking is like playing on the harp; there is as much in laying the hand on the strings to stop a vibration as in twanging them to bring out their music. (*Holmes*)

27. Four score and seven years ago, our fathers brought forth upon this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal. (*Lincoln*)

28. The chief's eye flashed, but presently
Softened itself, as sheathes
A film the mother-eagle's eye
When her bruised eaglet breathes. (*Browning*)

29. Lo, as I gaze, that statured man,
Built up from yon large hand, appears:
A type that Nature wills to plan
But once in all a people's years. (*Stedman*)

CHAPTER III

INFLECTION

78. Inflection means changes made in the form (spelling) of words to indicate changes in meaning or in relationship to other words.

The thunder *roars.*
The thunder *roared.*

In these sentences a difference in time is indicated by a difference in the spelling of the verb.

Notice the differences in the following words:

he, his, him	man, man's, men, men's
house, houses	lady, lady's, ladies, ladies'
come, came	bright, brighter, brightest

A change in meaning or relationship of words is often made, however, without any change in their form. Notice these sentences:

The sheep *runs.*
The sheep *run.*

The inflection of the verb is easily seen (*runs*, *run*); but the noun is not inflected here, although in one sentence it means one animal and in the other it means more than one.

John saw Henry.
Henry saw John.

Although there is no actual inflection of words here, the

relations of the words to one another are changed, and the sentences have different meanings.

For the sake of convenience, such changes in meaning and use, even when they are not accompanied by changes in form, are considered in this chapter on inflection.

79. The various kinds of changes are classified under these headings: **person, number, gender, case, voice, mode, tense,** and **comparison.**

No one part of speech is affected by all of these.

1. Nouns have *number, gender,* and *case.*
2. Pronouns have *person, number, gender,* and *case.*
3. Finite verbs have *person, number, voice, mode,* and *tense.*
4. Non-finite verbs have *voice.*
5. Adjectives and adverbs have *comparison.*
6. A few adjectives (*some, a, many,* etc.) also have *number.*
7. Conjunctions, prepositions, and interjections do not have any inflection.

	Person	Number	Gender	Case	Voice	Mode	Tense	Comparison
Noun		√	√	√				
Pronoun	√	√	√	√				
Finite Verb	√	√			√	√	√	
Non-finite Verb					√			
Adjective		√						√
Adverb								√

I. Person

80. Person is the quality of pronouns and verbs that distinguishes the speaker, the person or thing spoken to, and the person or thing spoken of.

A pronoun or verb is in the **first person** when it refers to the speaker; it is in the **second person** when it refers to the person or thing spoken to; and it is in the **third person** when it refers to the person or thing spoken of. The following examples illustrate some of the differences:

First	Second	Third
I am	you are thou art	he (she, it) is
I go	you go	he goes he goeth
we may come	you may come	they may come
I can	you can	he can

In the following sentences, verbs and pronouns in the first person are underlined *once;* those in the second person, *twice;* and those in the third person, *three times.*

Give me his address.
Do you know her?
We have been waiting for you.
He told us that you were coming.

EXERCISE

81. Name the person of each pronoun and each verb in the selection from *Julius Cæsar* which is given on the following page.

Friends, Romans, countrymen, lend me your ears;
I come to bury Cæsar, not to praise him.
The evil that men do lives after them;
The good is oft interrèd with their bones;
So let it be with Cæsar. The noble Brutus
Hath told you Cæsar was ambitious:
If it were so, it was a grievous fault,
And grievously hath Cæsar answered it.
Here, under leave of Brutus and the rest —
For Brutus is an honorable man;
So are they all, all honorable men —
Come I to speak in Cæsar's funeral.
He was my friend, faithful and just to me;
But Brutus says he was ambitious;
And Brutus is an honorable man.
He hath brought many captives home to Rome,
Whose ransoms did the general coffers fill;
Did this in Cæsar seem ambitious?
When that the poor have cried, Cæsar hath wept;
Ambition should be made of sterner stuff;
Yet Brutus says he was ambitious;
And Brutus is an honorable man.

II. Number

82. Number is a distinction that indicates whether a word refers to one person or thing, or to more than one person or thing. Nouns, pronouns, verbs, and some adjectives have number.

Singular number denotes *one*. **Plural number** denotes *more than one*.

For some words, the difference between the singular form and the plural form is slight. For other words, the difference

is great. In a few instances there is no difference in form. Notice the following examples:

Singular	Plural	Singular	Plural
boy	boys	turkey	turkeys
bird	birds	sheep	sheep
woman	women	deer	deer
is	are	mouse	mice
child	children	tomato	tomatoes
I	we	stimulus	stimuli
he, she, it	they	phenomenon	phenomena
canary	canaries	son-in-law	sons-in-law

EXERCISE

83. Tell the number of each noun, each pronoun, and each verb in the sentences in section **81.**

III. Gender

84. Gender is the distinction, or the indication, of sex. Nouns and pronouns have gender.

Masculine gender denotes males; **feminine gender,** females; **neuter gender,** neither; **common gender,** either or both.

Masculine: king, he, John, son.
Feminine: Mary, her, countess, sister.
Neuter: stone, house, book, Chicago.
Common: parent, person, crowd, jury, committee, flock.

A word in the common gender should be classified as masculine or feminine if such classification is clearly indicated by the sentence in which the word stands.

EXERCISE

85. Name the gender of each noun and each pronoun in the sentences in section **81.**

IV. Case

86. Case is the relation, or the form indicating the relation, of a noun or pronoun to other words in the sentence.

There are three cases in Modern English: **nominative, possessive,** and **objective.** The examples given below are typical forms in these cases. Note (1) that the nominative and objective forms of nouns are alike, (2) that the position of the apostrophe is not the same for singular nouns as for plural nouns that end in *s*, and (3) that no apostrophe is used with possessive pronouns; for example, *its*.

Nominative	Possessive	Objective
man	man's	man
men	men's	men
girl	girl's	girl
girls	girls'	girls
captain	captain's	captain
I	my, mine	me
you	your, yours	you
he	his	him
she	her, hers	her
it	its	it
James	James's	James

The possessive case of a noun that already ends in *s* or an *s*-sound (*Jones, Phillips, conscience*) may be formed without the addition of an *s*. The omission of the possessive *s* is

usually desirable if the word has more than one syllable and is not accented on the last syllable, or if it is followed by a word beginning with *s*.

Cornelius' house
conscience' sake
Cassius' speech
Lucius' writings

87. The **nominative case** of a noun or pronoun is required when the word is used as subject of a clause or sentence, as predicate complement, as appositive with another word that is in the nominative case, or in a construction (such as a person's name used in direct address) that is grammatically independent of the rest of the sentence. The italicized words are in the nominative case:

I am *Hamlet* the *Dane*.
Mr. Chairman, I move the adoption of this resolution.
On the other side of the valley, almost hidden from sight by the blossoming cherry trees, stood the picturesque little *cabin*, the only *home* that *Thusnelda* had ever known.

88. The **possessive case** is used to denote possession. A noun or pronoun in the possessive case is diagramed as though it were an adjective. The italicized words are in the possessive case:

Graham's attempt to forestall the action of the committee resulted in a prolonged discussion.
Why should *our* rights be thus jeopardized?

89. The **objective case** of a noun or pronoun is required when the word is used as the direct or the indirect object of a verb, or as the object of a preposition, or as an adverbial

modifier. The italicized words in the following sentences are in the objective case:

Coronado left few *traces* of his famous *march.*
The guide told *us* the *legend* of the *tower.*
He was named for *Morton Goodwin,* the *hero* of Eggleston's *story.*
The peak is two *miles* high. (In this sentence the noun *miles* is used in an adverbial construction. See section **73.**)

EXERCISE

90. Name the case of each noun and each pronoun in the sentences in section **81.**

V. Voice

91. Voice is the quality of verbs that indicates whether the subject is the actor or the receiver of the action.

Active voice indicates that the subject is the actor. **Passive voice** indicates that the subject is the receiver of the action. In the following pairs of sentences, the verb in the first sentence is **active;** the verb in the second, **passive.**

1. Mary called the children.
2. The children were called by Mary.

1. He hit the ball.
2. The ball was hit by him.

1. The men are doing the work.
2. The work is being done by the men.

92. Notice, in the examples given above, that when the change is made from active to passive, the subject in the

first sentence becomes the object of a preposition in the second; and the direct object in the first sentence regularly becomes the subject in the second (for an exception see section **192**). Such a change (from active to passive) is possible only in a sentence containing a transitive verb. Consider a sentence having an intransitive verb: *Gold exists.* Since there is no object, the verb cannot be made passive, for the passive verb would have no subject. Only transitive verbs have passive voice.

93. Notice also that the passive form consists of a perfect participle preceded by some form of the verb *to be.*

Examples of active and passive forms are given in the second appendix (section **201**).

EXERCISE

94. Name the voice of each verb in the sentences in section **81.**

VI. Mode

95. Mode is an indication of the manner in which the writer or speaker regards the action mentioned in the sentence; that is, whether such action is possible, certain, desirable, etc. Only verbs have mode.

96. There are three modes: **indicative, imperative,** and **subjunctive.**

97. The **indicative mode** is used in stating facts and asking questions.

He is here.
What shall we do?
The bell was ringing.

98. The **imperative mode** is used in giving commands and making requests.

Open the window.
Please do not wait for me.
Let us go.

99. The imperative mode is used in the second person only, the subject (*you*) being ordinarily unexpressed. In the example "Let us go," the verb *let* (not *go*) is in the imperative. The subjunctive in first or third person (as in "Sing we a roundelay" or "Rich be thy reward") is sometimes mistaken for the imperative.

100. The **subjunctive mode** is used commonly to express the following:

1. A wish.

Would that he were here!
Joy be with us!

2. A supposition or doubtful condition.

If he come, tell him to wait. (If his coming is not very doubtful, the indicative form should be used: If he comes, tell him to wait.)

3. A condition contrary to fact.

If I were you, I should go.
If this figure were correctly drawn, the explanation would be unnecessary.

101. The use of the subjunctive extends to *dependent* clauses that express purposes, wishes, commands, etc.

I move that the report *be referred* to the auditing committee.
He should be careful lest he *fall*.

EXERCISE

102. Name the mode of each verb in the sentences in section **81.**

VII. Tense

103. Tense is an indication of the time of the action expressed by the verb.

104. Ordinarily, six tenses are distinguished:

1. The **present tense** denotes action in the present.

I ride.

2. The **present perfect tense** denotes action completed in the present.

I have ridden.

3. The **past tense** denotes action in the past.

I rode.

4. The **past perfect (pluperfect) tense** denotes action completed in the past.

I had ridden.

5. The **future tense** denotes action in the future.

I shall ride.

6. The **future perfect tense** denotes action completed in the future.

I shall have ridden.

In addition to these tense forms, there are numerous variations that indicate time, or the completeness or incompleteness of the action.

Notice the following sentences, which illustrate various indications of tense changes:

I am riding.
I was riding.
I shall be riding.
I am about to ride.
I am going to ride.

See the forms in the second appendix (pages 100–104) and those in section **81.**

VIII. Comparison

105. Comparison is an indication of the degree of the quality that is expressed by an adjective or an adverb.

There are three degrees:

1. The **positive degree** denotes the simple quality.
2. The **comparative degree** denotes a greater or a less degree of the quality.
3. The **superlative degree** denotes the greatest or the least degree of the quality.

106. The comparative and superlative degrees are formed sometimes by the suffixes *–er* and *–est*, sometimes by the words *more* and *most*, and sometimes by other words.

Positive	Comparative	Superlative
young	younger	youngest
fine	finer	finest
quickly	more quickly	most quickly
serious	more serious	most serious
good	better	best
bad	worse	worst
little	less	least

107. Some adjectives, on account of their meaning, have only the positive degree; as: *square*, *seven*, *all*, *half*, *the*.

108. The comparative degree is used when two things, or persons, or groups, are compared.

John is *taller* than William.
John is *taller* than the other boys.

In the second example, there are really only two members to the comparison. One is *John;* the other is *the other boys* considered as a group.

The superlative degree is used when one thing, or person, is considered as a member of a group of three or more.

John is the *tallest* of the three. (It is not correct to say: John is the tallest of the *two*.)
Mount Everest is the *highest* mountain on earth.

EXERCISE

109. Name the degree of each adjective and each adverb in the following sentences:

1. A sadder and a wiser man,
   He rose the morrow morn. (*Coleridge*)
2. In the dimmest northeast distance dawned Gibraltar grand and gray. (*Browning*)
3. Slowly comes a hungry people, as a lion, creeping nigher,
   Glares at one that nods and winks behind a slowly dying fire. (*Tennyson*)
4. He prayeth best who loveth best
   All things both great and small. (*Coleridge*)
5. No nightingale did ever chant
   More welcome notes to weary bands. (*Wordsworth*)

110. A method of parsing the words of a sentence is indicated here. The sentence used for illustration is:

Word	Part of Speech	Class	Person	Number	Gender
Peering	verb	participle			
through	prep.				
the	adj.	definitive			
underbrush	noun	common		sing.	neut.
John	noun	proper		sing.	masc.
discovered	verb	finite	third	sing.	
a	adj.	definitive			
strange	adj.	descriptive			
man	noun	common		sing.	masc.
who	pron.	relative	third	sing.	masc.
was	verb	finite	third	sing.	
placing	verb				
a	adj.	definitive			
sign	noun	common		sing.	neut.
on	prep.				
the	adj.	definitive			
tree	noun	common		sing.	neut.

Peering through the underbrush, John discovered a strange man, who was placing a sign on the tree.

Case	Voice	Mode	Tense	Comparison	Syntax
	act.	ind.	present		modifies *John*
					introduces phrase modifying *peering*
				pos.	modifies *underbrush*
obj.					object of *through*
nom.					subject of *discovered*
	act.	ind.	past		predicate verb
				pos.	modifies *man*
				pos.	modifies *man*
obj.					object of *discovered*
nom.					subject of *was placing*
	act.	ind.	past		predicate verb
				pos.	modifies *sign*
obj.					object of *was placing*
					introduces phrase modifying *was placing*
				pos.	modifies *tree*
obj.					object of *on*

CHAPTER IV

GRAMMAR APPLIED TO COMPOSITION

The rules in this chapter indicate some of the ways in which grammar should be applied to composition.

111. Two or more sentences should not be punctuated as if they formed one sentence. This rule and the next are not, however, mere matters of punctuation. The errors with which they deal are among the most serious that can be made in the formation of sentences. A writer should know where one of his sentences ends and another begins.

WRONG: We arrived at the station at ten o'clock, we were glad to be there on time.

RIGHT: We arrived at the station at ten o'clock. We were glad to be there on time.

If a writer feels that two statements are very closely connected in thought, particularly if the two ideas are contrasted, he may use a semicolon instead of a period, thus: *Like signs give plus; unlike signs give minus.* See sections **57, 136,** and **137.**

EXERCISE

112. Correct the following sentences:

1. The town was so crowded that no hotel rooms of any kind could be secured, only tents were available.

2. The game of tennis is exceedingly popular, it is played in many different countries.

3. There was nothing tiresome about it, on the contrary it was very clever.

4. The estimate is based on the figures for the preceding year, every penny is accounted for.

5. Much depends on the battery, keep it charged.

6. "Well, I don't believe it," she replied, "I don't think he was there."

7. The wares were displayed in little shops surrounding the square, there the people came to make purchases.

8. Some were practically complete, others were only in the first stages.

9. Take another case, suppose that the business district grows east instead of south, what will be the use of the branch office then, where will we get our customers?

10. I had no way of telling just where the building had been, although George had given me some general directions, I could find no trace of it, all I could see was the wide sweep of prairie.

113. A part of a sentence should not be punctuated as if it were a whole sentence. See sections **50, 51,** and **54.**

WRONG: She opened the door cautiously. Wondering who the visitor might be.

RIGHT: She opened the door cautiously, wondering who the visitor might be.

EXERCISE

114. Correct the following sentences:

1. The first number contained a tale of early California. The next issue another brilliant story by Bret Harte.

2. Directly in front stands the new hospital with its imposing entrance and avenue of trees. Also the nurses' home recently built on the west side.

3. No mention was made of the change. A change which all felt was coming.

4. His books dealt largely with the home life of the peasants. Their manners, their dress, and their amusements.

5. He made the declaration boldly. Thereby leaving no room for misunderstanding.

6. The shop had all the latest equipment. An excellent lighting system, the newest machinery. And the best facilities of all kinds.

7. On most engines of this type are two cylinders. Although a few late models are made with three.

8. Bacon said that reading made a full man. Writing an exact man. And conference a ready man.

9. She wished that she might recall the letter. That she might at least consider the matter a little longer.

10. He realized that he had spoken unwisely. Thus placing his friend in an unpleasant situation.

115. Subject and verb should agree in person and number.

WRONG: His collection of stamps were large.

RIGHT: His collection of stamps was large.

RIGHT: Either John or Henry is coming. (In this sentence, the action expressed by the verb is performed by only one of the persons mentioned in the double subject.)

See section **156.**

EXERCISE

116. Correct the following sentences:

1. He is being indicted because the transfer of funds were made.

2. Each of the facts have some definite bearing on the problem.

3. Not one of us doubt the correctness of the statement he made.

4. There was always the wood choppings, the corn huskings, and the quiltings to bring neighbors together.

5. The burden of these various taxes, all of which are heavier than they ought to be, rest upon the ultimate consumer.

6. A large amount of time and labor have been spent in clearing away the underbrush.

7. Access to the remote portions of the cave and to some of its greater wonders are at present impossible.

8. Such homes as that little one over there with the vines almost covering it is, in my opinion, more beautiful than a palace.

9. The size of the blocks vary from three to six inches in length.

10. The results of this act, which passed almost unnoticed at the time, was astounding.

117. A pronoun should agree with its antecedent in person, number, and gender.

WRONG: When a person enters the house, they see a large fireplace.

WRONG: When a person enters the house, you see a large fireplace.

RIGHT: When a person enters the house, he sees a large fireplace.

EXERCISE

118. Correct these sentences:

1. If your family wants to subscribe for any magazines, they can get all they want from me.

2. Labor-saving devices lighten the burdens of housewives and give her time for other things.

3. These are only a few of the benefits provided, but it is a sample of what the insurance policy contains.

4. When one stops to think of the pioneers, you are sure to be impressed by their bravery.

5. The American attitude is a friendly one. They wish to live at peace with their neighbors.

6. As the band began to play, every man in the audience rose to their feet.

119. The antecedent of a pronoun should be clear. Vagueness sometimes results from the omission of the antecedent, or from the use of an entire clause as an antecedent, or from the use of two nouns, either of which might serve as an antecedent.

OBSCURE: He was a fine dentist, for he had spent many years practicing it.
CLEAR: He was a fine dentist, for he had spent many years practicing dentistry.
CLEAR: He was a fine dentist, for he had spent many years in his profession.

OBSCURE: The little town now rapidly declined, which was caused by the failure of the mine.
CLEAR: The little town now experienced a rapid decline, which was caused by the failure of the mine.
CLEAR: The little town now rapidly declined on account of the failure of the mine.
CLEAR: The decline of the little town was caused by the failure of the mine.

OBSCURE: He told his brother he must wait.
CLEAR: He said to his brother, "I must wait."
CLEAR: He said to his brother, "You must wait."
CLEAR: He told his brother to wait.

EXERCISE

120. Correct these sentences:

1. During the winter Tom had asked that Harry assist him in several matters, which was cheerfully given.
2. The instructions seemed to conflict, which was a great disadvantage to both parties.
3. Alice's aunt made this discovery while she was a young woman.
4. He could not bear to see the animal suffer when a little effort on his part would prevent it.
5. He spoke most emphatically, which made the audience overlook the weakness of the argument.
6. Deep sea animals can rarely be brought to the surface alive. The cause of this is the difference in pressure.
7. According to this law, the soldiers could search the householders at their pleasure.
8. The charge was excessive, which was proved by referring to the rate card.
9. The courts are marked off by chalk lines at equal distances from the net. This is divided into two parts by a line running down the middle.
10. Hearn lived for a long time in Japan, observing their manners and customs.

121. The case of a noun or pronoun should be that required by the use of such noun or pronoun in the sentence. (Try to diagram any wrong sentences that seem right.)

WRONG: It is me (him, her, them).
RIGHT: It is I (he, she, they).

WRONG: A group of we girls attended the entertainment.
RIGHT: A group of us girls attended the entertainment.

WRONG: Who did you ask?
RIGHT: Whom did you ask?

PROBABLY WRONG: Do you approve of him going? (It is not at all likely that this expresses the intended meaning.)
RIGHT: Do you approve of his going?

See sections **29** and **69.**

EXERCISE

122. Make any changes that are necessary:

1. Not one of we three players had ever before had such an opponent as him.
2. He never gave a recital without me knowing of it.
3. Them that deserved the reward received it.
4. When I told her it was me, she seemed pleased. She said I should keep the secret from everyone but she.
5. Us fellows could not help laughing at his attempt to be serious.
6. In those days aid was cheerfully given to whomever asked for it.
7. I'll take the largest of them boxes.
8. After all, it is a good thing for we Americans — people like you and I — that we have to work for a living.
9. The reason for them coming at that time of night was a mystery to John and I until we learned of the accident that had delayed they and their friends.
10. Whoever finds it should return it at once.

123. An adjective and an adverb should not be confused with each other.

WRONG: She feels badly.
RIGHT: She feels bad.

WRONG: I am feeling some better now.
RIGHT: I am feeling somewhat better now.

WRONG: The engine runs good.
RIGHT: The engine runs well.

124. Parallel ideas should ordinarily be expressed in the same grammatical form. Review section **38.** The second sentence in each of the following pairs is better than the first.

1. She enjoyed cooking, sewing, and to sing.
2. She enjoyed cooking, sewing, and singing.

1. He ran across the street, and the doctor was quickly summoned.
2. He ran across the street and quickly summoned the doctor.

1. If you follow the first plan, if you follow the second, or supposing that you follow the third, you will obtain the same result.
2. If you follow the first plan, if you follow the second, or if you follow the third, you will obtain the same result.

This rule should also be applied to outlines. Items of the same rank should be in the same grammatical form.

WRONG: I. Activities of the settlers
A. Hunting
B. Fished
C. They explored
D. Did some farming

RIGHT: I. Activities of the settlers
A. Hunting
B. Fishing
C. Exploring
D. Farming

EXERCISE

125. Improve the wording of these sentences:

1. The dog was invaluable in those days with his remarkable endurance, his keenness of sight, he was devoted to the hunter, and never fearing even the fiercest enemy.
2. Such matters concern everybody, old as well as the young.
3. The fireman did not perform this feat to entertain the crowd but as an act of duty.
4. Poe explained the deciphering of the document and how the treasure was discovered.
5. The arrival of the dessert was most fortunate, preventing an awkward pause, and it gave him an opportunity to regain his composure.

126. There should be no room for doubt as to which word a participle modifies. A participle that does not modify anything is called a "dangling participle." Such a construction is ungrammatical.

> Try to diagram this sentence: *Walking down the street, a large building came into view.* The only words that can be modified by *walking* are *building* and *view.* Since neither the building nor the view is walking, the sentence should be reconstructed. One correct form is: *Walking down the street, I caught sight of a large building.*

EXERCISE

127. Correct these sentences:

1. Seeing the necessity for greater speed, it seemed that even the express train was slow.
2. He put to sea when very young, giving him no chance for a scholastic education.

3. The train was nearly two hours late, having been caused by heavy snows in Colorado.

4. Gazing on this vast expanse, the beauty of it was positively thrilling.

5. Being the greatest English dramatist, my chum studied the works of Shakespeare intensively.

6. Flitting and singing among the boughs, Wordsworth regarded the bird's existence as ideal.

7. Crowned by the ancient battlement standing out above the twilight shadows, I gazed in mute admiration at the castle I was approaching.

128. Most of the foregoing rules in this chapter have dealt with the correction of common errors, but no attempt is made in this book to refer to all possible mistakes that may occur in the writing of sentences. Among the miscellaneous errors (not hitherto mentioned) which may cause a sentence to express something other than the *exact meaning* of the writer are the following:

1. The use of a word that does not mean just what the writer intends.

WRONG: From some of his remarks, I implied that he intended to resign.

RIGHT: From some of his remarks, I inferred that he intended to resign.

2. The use of an illogical comparison.

WRONG: Washington's administration was more eventful than Madison.

RIGHT: Washington's administration was more eventful than Madison's.

RIGHT: The administration of Washington was more eventful than that of Madison.

3. The use of two negatives.

WRONG: I haven't seen nothing.
RIGHT: I haven't seen anything.
RIGHT: I have seen nothing.
WRONG: I did not find hardly any of them.
RIGHT: I found hardly any of them.

4. The misplacing of a word.

WRONG: We only had time for a short visit.
RIGHT: We had time for only a short visit.

5. The mixing of constructions or ideas.

WRONG: The reason for his success was because of his persistence.
RIGHT: The reason for his success was his persistence.

EXERCISE

129. Make corrections in these sentences:

1. The speed of light travels 186,000 miles per second.
2. The main ingredient of the cake consists of flour.
3. The greatness of Columbus has not been equaled by hardly any other native of Italy.
4. The reason for the pressure is because the water is very heavy.
5. Citizenship for the foreigner is synonymous with other citizens of the country.
6. I could not help but admire the man.
7. Our college was only represented in two events.
8. The village smithy asked us if we had driven far.
9. After a while, all these foreigners adopt our ways and become one of us.

130. Attention should be given to the forms of words. A good dictionary should be consulted in case of doubt as to the correctness of any particular form.

EXERCISE

131. Make corrections in these sentences:

1. About half of the subjects are compulsatory for freshmen.
2. Feeling that something was wrong, I stopped one of them and ask for an explanation.
3. All of the men were expected to take care of theirselves.
4. Finding resistance useless, he unwillingly give his consent.
5. At any rate, we ain't in danger now.

132. In order to understand certain punctuation rules, it is necessary to observe the difference between restrictive (essential) clauses and non-restrictive (non-essential) clauses.

A **restrictive clause** is a clause that limits, or defines, the word that it modifies.

> The man who just passed us is Mr. Brown. (The clause *who just passed us* limits *man* to one particular man.)

A **non-restrictive clause** is a clause that does not define the word that it modifies.

> President Wilson, who had just returned to Washington, signed the document. (The clause *who had just returned to Washington* is not used for the purpose of explaining who President Wilson was.)

Since non-restrictive clauses are not really necessary in a sentence, they are set off by commas. Restrictive clauses are essential to the meaning and, therefore, are not set off by commas.

The following table indicates the punctuation mark to be used between two clauses of a sentence according to the kind of word that joins (or seems to join) the clauses:

133	134
Coördinating conjunction *and, but, or*	**Subordinating conjunction** *although* *after* *because*, etc. See sections **38** and **76**.
Unless the sentence is very short, the comma should be used. If commas are used for other purposes (especially if the sentence is long), the semicolon should be used to separate independent clauses.	If the independent clause is first, and if the writer does not wish to indicate that the subordinate clause is non-essential, no mark should be used. If the subordinate clause is first, the comma should be used.
The valve opens and the steam escapes. The whole mass was now boiling violently, but it was not yet ready for the next part of the process. A few minutes before three o'clock, Horace left the office, remarking that he supposed the rest of the afternoon would be quiet; but almost as soon as he had disappeared, Elmer came in, bringing a most startling bit of news.	They will be here soon unless they have lost their way. Unless they have lost their way, they will be here soon. NOTE: The comma regularly precedes the conjunction *for* to distinguish it from the preposition *for*. He hastened, for the matter was urgent.

The following table indicates the punctuation mark to be used between two clauses of a sentence according to the kind of word that joins (or seems to join) the clauses:

135	136
Conjunctive adverb *than* *when* *where*, etc. See sections **34** and **35**.	**Simple adverb** (This is not a connective.) *accordingly* *besides* *consequently*, etc. See section **35**.
If the independent clause is first, and if the writer does not wish to indicate that the subordinate clause is non-essential, no mark should be used.	The semicolon or the period should be used.
If the subordinate clause is first, the comma should be used.	He had spent most of his life on this farm; consequently he was well acquainted in the neighborhood.
He paused when he had uttered these words. When he had uttered these words, he paused.	He had spent most of his life on this farm. Consequently he was well acquainted in the neighborhood.

137. Between two independent clauses that are not grammatically joined in any way, the semicolon or the period should be used. See sections **57** and **111**.

He asked for three dollars; they gave him five.
He asked for three dollars. They gave him five.

138. Commas should be used to separate the members of a series.

Edward, Ralph, Perry, and Wallace were the only boys present.

Lawson now produced the key, unlocked the chest, and threw back the lid.

The antiquated coach rumbled down the hill, across the bridge, and up the opposite slope.

The street was widened, new sidewalks were built, and overhead wires were eliminated.

139. The comma should be used to set off introductory or parenthetical expressions.

In short, the scheme was wholly unsatisfactory.

That was, as far as I know, the first time it occurred.

140. The comma should be used to set off words in direct address.

Are you coming, Mary?

Mr. Walker, you have been nominated.

141. The comma should be used to set off an appositive unless the appositive is regarded as part of a name.

The matter was referred to Mr. Johnson, an attorney in that city.

We had been reading about Alexander the Great.

142. The comma should be used to separate a quotation from the rest of the sentence except when a question mark, or an exclamation mark, is used at the end of a quotation that precedes the other part of the sentence.

Notice the punctuation in each of the following sentences (see page 77):

She asked, "Have you read Ruskin's books?"
"I have read one or two," replied the artist.
"Do you like them very much?" she inquired.
"Yes!" he exclaimed. "Don't you like them?"

143. The colon should be used to introduce in a formal way a long quotation or a list of particulars.

The course will include lectures on the following instruments: land contracts, mortgages, deeds of trust, and warranty deeds.

144. The dash should be used to indicate an abrupt change in the construction of a sentence.

It is impossible to — no, I should not say that.

145. The apostrophe should be used in forming contractions and in forming the possessive case of nouns. In contractions, the apostrophe indicates the omission of one or more letters. See section **86.**

CONTRACTIONS: aren't, can't, he's, she'll
POSSESSIVES: boy's (singular), boys' (plural)

The possessive forms *his*, *hers*, *its*, *ours*, and *theirs* do not require an apostrophe. *It's* (with apostrophe) is a contraction and means *it is*.

146. Quotation marks should be used to inclose direct quotations.

He said, "I am going."
He said that he was going.
"I am going," he said. "Will you go with me?"
"I wish," he said, "that you would go with me."
He said, "I am going. Will you go with me?"
"Will you go with me?" he asked.

147. When a quotation mark and some other mark follow the same quotation, these rules apply: A comma or period should be placed inside the quotation mark. A colon or semicolon should be placed outside the quotation mark (see examples below). A question mark or exclamation mark should be placed *inside* if the quotation itself is a question or exclamation. A question mark or exclamation mark should be placed *outside* if the whole sentence (not merely the quoted part) is a question or an exclamation.

Notice the following sentences, as well as those in section **146.**

"We must not be hasty," said he; "we must wait a little longer."

The old soldier's gaze rested now on what in happier days he had often called his "weapons of peace": the hammer, the saw, the plane, and the few other tools that still remained on the well-worn bench.

"We must win!" cried Wanda.

Did he say, "I am going"?

GENERAL REVIEW EXERCISE

148. Make the necessary corrections in grammar and punctuation in the following sentences. Attempting to diagram a sentence may reveal an error in it.

1. Louise where are you going.
2. These pages in the front of the book is the preface.
3. The building was finished, the store was opened with a sale.
4. They who are helpless you should help.
5. If I had of known it I would not have gone but as it was; there was nothing else to be done.

6. The woman with her two daughters were waiting on the platform, but her husband who was to arrive, on the train, did not know that they were aware of him coming.

7. "Is that you Smith its a long time since you was here he cried.

8. Receiving no further communication of any kind from him. We decided to let the matter drop. As he had evidently forgotten it.

9. There they were merchants bankers and doctors all trying to outdo the others.

10. Besides she said they came earlier than her.

11. When the alarm rings in the morning sometimes I get up.

12. Whom do you want for the leader; the chairman inquired.

13. In spite of the warning he ran too long and too rapid.

14. The wall cracked because the foundation was poor.

15. His speech however was worthy of it's title. His preparation having been made very careful.

16. That plan doesnt sound good to me said Robert.

17. There was no one at home, so we did not stay. A few minutes later we met them.

18. The patter of the raindrops were like music to the farmer, who, having experienced one of the most prolonged dry seasons that the country had ever known.

19. Be quick he shouted!

20. If the evening is clear we shall watch the eclipse but if it be cloudy we will practice the song.

21. You, as well as me, will be notified.

22. Of the two men Mr. Lester was the quickest as well as the most accurate.

23. Attending a play the other evening a loud crash was heard in the middle of the second act.

24. Not one of them has, since that moment, fell below the mark.

25. The roof of the kitchen was flat and which formed a balcony on which the upper windows opened.

26. The phenomena was so remarkable that neither of the men were able to explain it.

27. In both newspapers the mayor's policy was attacked, saying that he had exceeded his authority.

28. We should leave library books in the same condition that we found them.

29. At the southern end there is a long island and is sometimes called Formosa.

30. The natives usually cook the meat but when frozen they eat it raw.

31. The usual method of travel is the jinrikisha. They are large wheeled carriages.

32. He was a remarkable candidate for whom most of his party had decided to vote for him.

33. The settlers lived on bears, deers, wild turkeys, and other wild meat which in those days inhabited all that part of the country.

34. As soon as the instructions were completed the jury retires to consider their verdict.

35. Among those who shared its benefits were the aged, the infirm, and various other kinds of relief work.

36. It seems like all the books I want are in use.

37. When dirigibles are compared with airplanes the dirigibles does not require its engine to stay in the air.

38. You are polite at home, so why arent you careful on the street car?

39. His great accomplishment of winning three races in one day; but he broke two state records also.

40. You should not ought to read a lyric like you would a novel.

41. The author of a ballad is informal, he writes just like he was talking to you. To you personally.

42. At that point she lay down her work and give instructions of how to finish the seam.

43. The lion was one third more bulky and weighing at least twice as much as the other.

44. Several questions were sure to of arisen, who were the directors, how was the scheme to be financed?

45. The yard was surrounded by a high thick hedge and was only gained entrance to by one narrow gate.

46. I have always liked machinery so I think engineering is the profession I am naturally inclined to excel.

47. Too much speed resulted in both drivers losing control of their cars.

48. He had contrary to the expectation of his family did wonders in mathematics which were always hard for both he and his brother.

49. I am pleased to address you on this subject. A subject every one of us are vitally concerned.

50. Occasionally we have one of them musical assemblies, everybody sings.

51. If all students entering college knew what business they intend to enter in later life, it is easier to plan his course of study.

52. Wendell could not afford to employ a stenographer and so he did his own work along those lines.

53. I never hear that song without it impressing me deeply.

54. No bills can become laws without each house of the legislature pass it.

55. The presidents services could not be dispensed with without the corporation suffering from it.

56. She does now and always has had this object in view.

57. Senator Smith's election was beneficial to both he and his party.

58. The rule states that if an athlete after participating in athletics for the college and then competes in any contest for money you cannot again be on any team at the college.

59. A banker once said to me even if you dont earn much you ought to save some.

60. It is not altogether Edison's genius that make him a great man, it is his patience, which he has done ever since early life.

61. The team is determined to win this game which is the last on their schedule.

62. The family was afraid of losing their social standing.

63. Breathing when asleep is slower than the rate of when fully conscious.

64. In talking to I and Velma we were told by our botany teacher that such a plant is usually sensitive to a certain slight stimuli.

65. In my book it says that *cordial* is pronounced in three syllables.

66. A peculiar figure on the wall paper is said to be of Indian origin, looks to me like a bit of Chinese writing.

67. Compared with a modern electric light the tallow candles do not show up as brilliant.

68. The steam expands and forces the piston back, then it is exhausted.

69. It is easy to give a description of fire, it is difficult to say just what it is.

70. There were numerous cabins, for visitors and permanent residents.

71. I have studied in two kinds of schools. Grammar schools and high schools.

72. The workmen are protected by the steel plates over the wheels rather than have them exposed to danger.

73. Mr. Brown had two of his horses get killed by lightning last night.

74. The next speaker, who was the most emphatic of the two, presented a plan for building a great sea wall close to the entrance of the harbor. He said he knew of several prominent citizens who would get behind it.

75. This coupon is worth one dollar to a customer if punched in the margin.

76. It could not of turned out better if we had planned it that way.

77. His fall from the bicycle was not by any means an accident of a serious nature though somewhat bruised.

78. After that he had rigged up a block and tackle, drew the heavy timber up into place, and at last it was firmly bolted by him.

79. The next number on our program will be a piano solo, playing Liszt's "Liebestraum."

80. All parts of this country are not thickly inhabited, but some of them are.

MULTIPLE CHOICE TEST

From the words inclosed in parentheses, choose the correct word or words to fill each of the blanks in these sentences:

1. There are —— parts of speech. (three, six, eight, nine, twelve, twenty)
2. The name of a specific person, place, or thing is a —— noun. (common, proper)
3. The antecedent of a pronoun —— always expressed. (is, is not)
4. An adjective modifies ——. (a verb, an adjective, an adverb, a noun, a pronoun)
5. —— verb may be followed by a direct object. (A transitive, An intransitive)
6. An infinitive is a verb form used as ——. (a verb, a noun, an adjective, a preposition)
7. An infinitive —— always accompanied by the word *to*. (is, is not)
8. A gerund is a verb form used as ——. (a verb, a noun, an adjective, a preposition)
9. A noun that modifies a gerund is in the —— form. (nominative, possessive, objective)
10. The verb form that is used as an adjective is ——. (a participle, an infinitive, an adjective, a gerund)
11. A participle —— some of its characteristics as a verb. (retains, does not retain)
12. An adjective may be modified by ——. (an adjective, an adverb, a noun, a pronoun)
13. An adverb such as *moreover* joins the —— of one sentence to that of another. (thought, grammatical structure)

14. *Moreover* is a —— adverb. (simple, conjunctive)

15. The words *into*, *of*, and *with* are ——. (adverbs, pronouns, adjectives, conjunctions, prepositions)

16. An interjection —— related grammatically to the rest of the sentence. (is, is not)

17. The word *like* —— be used as a conjunction. (should, should not)

18. Most words —— limited in their use to one or a few parts of speech. (are, are not)

19. The word denoting the person or thing that is under consideration is called the ——. (subject, predicate, verb)

20. A clause that modifies a word is —— clause. (an independent, a subordinate)

21. A clause that acts as subject, object, complement, or appositive in another clause is —— clause. (an independent, a subordinate)

22. A writer uses a subordinate clause to express an idea that is —— the idea expressed in the independent clause. (more important than, less important than, equal in importance to)

23. A clause that acts as subject, object, predicate complement or appositive in another clause is —— clause. (a noun, an adjective, an adverb)

24. A simple sentence consists of ——. (two or more independent clauses, one independent and one subordinate clause, one independent clause)

25. A compound sentence consists of ——. (two or more independent clauses, one independent and one subordinate clause, one independent clause)

26. When a relative pronoun is used, it is in the —— clause, and the antecedent is in the —— clause. (independent, subordinate)

27. An adjective clause modifies —— or ——. (a pronoun, a verb, a noun, an adverb, an adjective)

28. The following sentence is —— (simple, compound, com-

plex, complex-compound): Wagons, automobiles, and pedestrians continually passed the window and disappeared under the low viaduct at the end of the block.

29. Changes in the meaning or the relations of a word —— always indicated by changes in form. (are, are not)

30. The nominative and objective forms of nouns are ——. (alike, different)

31. The possessive pronouns *his*, *hers*, and *its* —— the apostrophe. (require, do not require)

32. Only —— have mode. (nouns, pronouns, adjectives, adverbs, verbs)

33. The imperative mode is used in the —— person only. (first, second, third)

34. The comparative degree is used when —— things are compared. (two, three, four, many)

35. It —— permissible to use a comma instead of a period at the end of a sentence. (is, is not)

36. It —— permissible to punctuate part of a sentence as if it were a whole sentence. (is, is not)

37. A dangling participle is ——. (correct, incorrect)

38. Restrictive clauses —— be set off by commas. (should, should not)

39. The comma —— ordinarily be used between the clauses of a compound sentence when the conjunction is expressed. (should, should not)

40. Words in direct address should be set off by the ——. (comma, semicolon, period)

41. The —— should ordinarily be used to set off an appositive. (period, comma, semicolon)

42. When an expression such as *he said* precedes a direct quotation, the word *said* should be followed by a ——. (semicolon, period, comma)

43. When an expression such as *he said* follows a direct quotation, the quotation should be followed by a —— except when

a question mark or exclamation mark is used. (period, semicolon, comma)

44. A period or comma should be placed —— the quotation mark. (inside, outside)

45. When *what* is used as a relative pronoun, its antecedent —— expressed. (is, is not)

46. The predicate of a sentence must contain a —— verb. (finite, non-finite)

47. A clause that is used to modify a verb is —— clause. (an adjective, an adverb, a noun)

48. A complex-compound sentence consists of at least —— clauses. (two, three, four, five, six, seven)

49. A verb expressing a condition that is contrary to fact is in the —— mode. (indicative, imperative, subjunctive)

50. The word *so* —— a conjunction. (is, is not)

COMPLETION TEST

Decide upon the correct words to be used in filling the blanks. In some cases, a blank requires more than one word.

1. When words are classified as parts of speech, the classification is made on the basis of ——.
2. A noun that is not the name of a specific person, place, or thing is a ——.
3. The words *he, you,* and *I* are ——.
4. The two kinds of adjectives are —— and ——.
5. A —— is a word that expresses action or being.
6. A verb that requires a direct object is a —— verb.
7. The non-finite verb forms are ——, ——, and ——.
8. The two classes of adverbs are —— and ——.
9. An adverb that serves as a connective is a —— adverb.
10. Such words as *however* and *therefore* are —— adverbs.
11. Coördinating conjunctions used in pairs are —— conjunctions.
12. *Because, unless,* and *though* are —— conjunctions.
13. If a speaker joins two word groups by means of a coördinating conjunction, he indicates that the two ideas are of —— rank.
14. *And, or,* and *but* are —— conjunctions.
15. The essential parts of a phrase are —— and ——.
16. The essential parts of a clause are —— and ——.
17. A clause that does not modify anything or act as part of another clause is —— clause.
18. The kinds of subordinate clauses are ——, ——, and ——.
19. A conjunction that joins independent clauses is a —— conjunction.

20. The subject of the sentence, *Go west, young man,* is ——.

21. In the sentence, *He paused a moment, moment* is used as ——.

22. The subject of the sentence, *There was a notch in the upper edge,* is ——.

23. Inflection of words indicates changes in —— or ——.

24. Person distinguishes the ——, the ——, and the ——.

25. A pronoun or verb is in the second person when it refers to ——.

26. Case indicates ——.

27. The nominative case of a noun or pronoun is required when the word is used as ——, ——, ——, or ——.

28. Voice indicates whether the subject is the —— or the ——.

29. Only —— verbs have passive voice.

30. The passive form of a verb consists of a —— preceded by some form of the verb ——.

31. The subjunctive mode is used in expressing ——, ——, or ——.

32. A perfect tense indicates —— action.

33. Comparison is an indication of the degree of the quality expressed by —— or ——.

34. The superlative degree is used when one thing is considered as a member of a group of ——. (How many?)

35. Subject and verb should agree in —— and ——.

36. A pronoun should agree with its antecedent in ——, ——, and ——.

37. Parallel ideas should ordinarily be expressed in the —— grammatical form.

38. A restrictive clause —— the word it modifies.

39. The semicolon should be used between the clauses of a compound sentence if ——.

40. The comma should be used between the clauses of a complex sentence if ——.

41. When no conjunction or conjunctive adverb is used to join clauses, the clauses should be separated by —— or ——.

42. Such words as *besides*, *therefore*, etc., are —— adverbs.

43. The members of a series should be separated by ——.

44. The —— should be used to set off introductory or parenthetical expressions.

45. An abrupt change in the construction of a sentence should be indicated by ——.

46. Direct quotations should be inclosed by ——.

47. The —— should be used in forming contractions and in forming the possessive case of nouns.

48. The —— should be used to introduce in a formal way a long quotation or a list of particulars.

49. A —— is regularly used before the conjunction *for*.

50. A question mark or exclamation mark should be placed inside the quotation marks if ——.

DISTINCTION TEST

Explain the difference between the two terms in each of the following pairs:

1. independent pronoun, relative pronoun
2. direct object, indirect object
3. objective complement, predicate complement
4. transitive verb, intransitive verb
5. finite verb, non-finite verb
6. gerund, participle
7. simple adverb, conjunctive adverb
8. coördinating conjunction, subordinating conjunction
9. adjective phrase, adverb phrase
10. simple subject, complete subject
11. simple predicate, complete predicate
12. independent clause, subordinate clause
13. clause, sentence
14. complex sentence, compound sentence
15. singular number, plural number
16. neuter gender, common gender
17. active voice, passive voice
18. indicative mode, subjunctive mode
19. comparative degree, superlative degree
20. use of semicolon, use of period
21. restrictive clause, non-restrictive clause
22. its, it's
23. some, somewhat
24. direct quotation, indirect quotation
25. equal rank, unequal rank

APPENDIX I

GLOSSARY OF GRAMMATICAL TERMS[1]

149. Abstract noun. See **concrete noun.**

150. Apposition, appositive. A noun or pronoun used (as in the examples given below) to explain another noun or pronoun is an appositive or, in other words, is in apposition with the word explained.

Mr. Smith, the *mayor*, delivered the address.
I, *Robert Adams*, declare it.

151. Article. The articles are the words, *a*, *an*, and *the*, which are regarded as forming a special class of definitive adjectives.

152. Attribute. An attribute is a word denoting some characteristic of a noun or pronoun; in other words, it is an adjective, an adjective phrase, or an adjective clause.

153. Auxiliary verb. Auxiliary (helping) verbs are those used in forming the various tenses, modes, etc., of other verbs. The words in italics in these examples are auxiliaries:

They *will* come soon.
The task *has been* accomplished.

154. Cardinal. See **numerals.**

155. Cognate object. Sometimes a verb that is ordinarily intransitive is followed by an object that repeats the idea

[1] These terms are not defined in the main body of the book.

expressed by the verb. Such a noun is called a **cognate object.**

She smiled a happy *smile.*
He ran a *race.*

156. Collective noun. A collective noun is a noun that denotes a group of persons or things; as: *crowd, jury, herd, committee.*

The verb used with a collective noun is plural if the members of the group are considered as individuals, but singular if the group is considered as a whole.

157. Compound personal pronoun. A personal pronoun with the ending *–self* or *–selves* is a compound personal pronoun. In the first example below, such a word is used to refer back to the subject; in the second example, to give emphasis.

He hurt himself.
John himself said so.

158. Concrete noun. Nouns denoting material, tangible things are **concrete;** those denoting intangible things are **abstract.**

CONCRETE: stone, table, cow, city, automobile.
ABSTRACT: willingness, caution, friendship.

159. Conjugation. Conjugation is the inflection of verbs.

160. Construction. See **syntax.**

161. Declarative sentence. According to the thought relation between subject and predicate, sentences are classified as follows:

1. A **declarative sentence** is one used in making a statement.

The signals were clear.

2. An **interrogative sentence** is one used in asking a question.

   Do you like this picture?

3. An **imperative sentence** is one used in making a command or request.

   Give this to your brother.

4. An **exclamatory sentence** is one used in expressing strong feeling.

   What a trip that was!

A declarative, interrogative, or imperative sentence may, if sufficiently emphatic, be considered an exclamatory sentence.

162. Declension. Declension is the inflection of nouns and pronouns.

163. Direct discourse. Direct discourse is a quotation using the exact words of the writer or speaker; thus:

Alfred said, "I am coming."

Indirect discourse is the repetition of the statement of another writer or speaker but not in his exact words; for example:

Alfred said that he was coming.

Notice the punctuation of the two examples.

164. Exclamatory sentence. See **declarative sentence.**

165. Expletive. An expletive is a word that is superfluous in the grammatical construction of a sentence, but which is added for the sake of emphasis or pleasing sound. The word *there* in this sentence is an expletive:

There was no one at home.

166. Factitive complement. A factitive complement is a noun or adjective that expresses the effect which the action of the verb has upon the direct object.

The gift made him *happy*.
Scientists call the instrument an *interferometer*.

See section **19**.

167. Idiom. There are two meanings for this word:

1. An idiom is an expression of an idea in a method peculiar to a language.
2. An idiom is an expression that is generally accepted by careful writers although it has a meaning different from the literal one, or is not in conformity with the rules of grammar.

More than one assistant is needed. (Singular verb with plural subject.)
She bought a ten dollar hat. (*Dollar* instead of *dollars*.)
Hold on! (The meaning is: Stop!)
Look out! (The meaning often is: Be careful!)

168. Imperative sentence. See **declarative sentence.**

169. Indirect discourse. See **direct discourse.**

170. Interrogative pronoun. An interrogative pronoun is one used in a question.

Who was elected?

171. Interrogative sentence. See **declarative sentence.**

172. Irregular verb. See **strong verb.**

173. Limiting adjective. A limiting adjective is the same as a definitive adjective.

174. Mood. In grammar, mood is the same as **mode.**

175. Numerals. Numerals are words expressing numbers

or number relations. The most important classifications are: the **Cardinals** (*one, two, three,* etc.) and the **Ordinals** (*first, second, third,* etc.)

176. Object complement. An object complement is the same as a **direct object,** and should not be confused with an objective complement.

177. Ordinal. See **numerals.**

178. Paradigm. A paradigm is an example showing the various forms in the inflection of a word.

A paradigm of the word *choose* is given in the second appendix (pages 100–104).

179. Parsing. Parsing a word is telling its part of speech, classification, person, number, gender, case, voice, mode, tense, comparison, and construction. See section **110.**

180. Personal pronoun. A personal pronoun is one that indicates its person. The personal pronouns are: *I, we, you, thou, ye, he, she, it, they.* (Some pronouns that do not indicate person are: *who, what, some, one.*)

181. Potential mode. The auxiliary verbs *may, can, must, might, could, would,* and *should,* when combined with other verbs, are sometimes regarded as forming a mode called the **potential.** The potential, however, is an unnecessary classification, being composed partly of the indicative and partly of the subjunctive.

INDICATIVE: You *should* do this work now.
SUBJUNCTIVE: If you *should* find it, write to me.

182. Predicate adjective, predicate noun. See **predicate complement** in section **20.**

183. Prefix. A prefix is one or more letters added to the beginning of a word; for instance, *un–* is added to *known* to form *unknown.* Compare **suffix.**

184. Preterit (or **preterite**). Preterit is another name for the **past tense.**

185. Principal parts. The principal parts of a verb are: (1) the present infinitive (or present indicative); (2) the past first singular indicative; and (3) the past participle. From these three parts the other forms are derived.

Present	Past	Past Participle
go	went	gone
have	had	had
pass	passed	passed
put	put	put
be	was	been

186. Progressive tense. Progressive tense is a name sometimes given to verb forms expressing action not completed.

Present Progressive: I am riding.
Past Progressive: I was riding.
Future Progressive: I shall be riding.

187. Qualifying adjective. A qualifying adjective is the same as a **descriptive adjective.**

188. Reflexive pronoun. A reflexive pronoun is one that is used as the object of a verb or of a preposition, and that has the subject of the verb as its antecedent. The pronouns ordinarily used in this way are the **compound personal pronouns.**

189. Reflexive verb. A reflexive verb is one that denotes action done by the subject to himself. The object is often a **reflexive pronoun.** The object is not always expressed.

He prepared himself.
He stopped (himself).

190. Regular verb. A regular verb is a **weak verb.** (See **strong verb,** section **194.**)

191. Relative adverb. A relative adverb is the same as a **conjunctive adverb.**

192. Retained object. When the verb in a sentence is changed from active to passive, the direct object of the active verb regularly becomes the subject of the passive verb, as explained in section **92.** Occasionally, however, it is possible for a passive verb to retain a direct object. Such an object is called a **retained object.**

ACTIVE: My uncle gave me *permission.*
PASSIVE: I was given *permission* by my uncle.

193. Series. A series is a succession of three or more words, three or more phrases, or three or more clauses in the same construction. The last two members of the series are usually joined by a **coördinating conjunction.** See section **138.**

194. Strong verb. A strong, or **irregular,** verb is a verb that has its past tense formed by a change of vowel. Its past participle ordinarily ends in *–en.*

break, broke, broken
begin, began, begun
forsake, forsook, forsaken
shine, shone, shone

A **weak,** or **regular, verb** is a verb that has its past tense and past participle formed by a suffix, *–d, –ed,* or *–t.*

care, cared, cared
wish, wished, wished
hunt, hunted, hunted
dwell, dwelt, dwelt

Verbs, such as *buy, bought, bought*, which have both change of vowel and addition of suffix may be classed as weak verbs. Verbs, such as *put, put, put*, which have no change in their principal parts may also be classed as weak verbs.

195. Subjective complement. Subjective complement is another name for **predicate complement.**

196. Substantive. A substantive is a noun or anything used as a noun; that is, a gerund, a noun clause, etc.

197. Suffix. A suffix is one or more letters added to the end of a word; for instance, *–ly* is added to *swift* to form *swiftly*. Compare **prefix.**

198. Syntax. Syntax, or **construction,** means the arrangement and relations of words in sentences. In elementary grammar, attention is given to relations rather than to arrangement. See the last column in section **110.**

199. Verbal. A verbal is the same as a **non-finite verb;** that is, an infinitive, a gerund, or a participle.

200. Weak verb. See **strong verb.**

APPENDIX II

THE CONJUGATION OF A VERB

201. On pages 100–104 are given forms of the verb *choose*. Pronouns, conjunctions, and prepositions do not actually form part of the conjugation of a verb, but they are included in the table for the sake of clearness. The numbers indicate person.

PRINCIPAL PARTS: choose, chose, chosen

ACTIVE VOICE

INFINITIVES:

Present: to choose, to be choosing

Perfect: to have chosen, to have been choosing

PARTICIPLES:

Present: choosing

Perfect: having chosen, having been choosing

GERUND: choosing (Compound form: having chosen)

Indicative Mode

PRESENT TENSE

Singular	*Plural*
1. I choose	1. We choose
2. You choose	2. You choose
3. He chooses	3. They choose

Other forms: 1. I am choosing, etc.

Present Perfect Tense

1. I have chosen	1. We have chosen
2. You have chosen	2. You have chosen
3. He has chosen	3. They have chosen

Other forms: I have been choosing, etc.

Past Tense

1. I chose, etc.

Other forms: 1. I was choosing, etc.

Past Perfect Tense

1. I had chosen, etc.

Other forms: 1. I had been choosing, etc.

Future Tense

1. I shall choose	1. We shall choose
2. You will choose	2. You will choose
3. He will choose	3. They will choose

Other forms: 1. I shall be choosing, etc.

Future Perfect Tense

1. I shall have chosen, etc.

Other forms: 1. I shall have been choosing, etc.

Subjunctive Mode

Present Tense

1. If I choose	1. If we choose
2. If you choose	2. If you choose
3. If he choose	3. If they choose

Other forms of the present subjunctive:

1. If I be choosing	1. If we be choosing
2. If you be choosing	2. If you be choosing
3. If he be choosing	3. If they be choosing

Present Perfect Tense

1. If I have chosen	1. If we have chosen
2. If you have chosen	2. If you have chosen
3. If he have chosen	3. If they have chosen

Other forms: If I have been choosing, etc.

Past Tense

1. If I chose	1. If we chose
2. If you chose	2. If you chose
3. If he chose	3. If they chose

Other forms:

1. If I were choosing	1. If we were choosing
2. If you were choosing	2. If you were choosing
3. If he were choosing	3. If they were choosing

Other forms: I should choose, I should be choosing, etc.

Past Perfect Tense

1. If I had chosen, etc.

Other forms: If I had been choosing, I should have chosen, I should have been choosing, etc.

Imperative Mode

2. (You) choose	2. (You) choose

PASSIVE VOICE

INFINITIVES:

Present: to be chosen
Perfect: to have been chosen

PARTICIPLES:

Present: being chosen
Perfect: chosen, having been chosen

GERUND: (Compound forms: being chosen, having been chosen)

Indicative Mode

PRESENT TENSE

1. I am chosen	1. We are chosen
2. You are chosen	2. You are chosen
3. He is chosen	3. They are chosen

Other forms: 1. I am being chosen, etc.

PRESENT PERFECT TENSE

1. I have been chosen, etc.

PAST TENSE

1. I was chosen, etc.

Other forms: 1. I was being chosen, etc.

PAST PERFECT TENSE

1. I had been chosen, etc.

FUTURE TENSE

1. I shall be chosen, etc.

Other forms: 1. I shall be being chosen, etc.

Future Perfect Tense

1. I shall have been chosen, etc.

Subjunctive Mode

Present Tense

1. If I be chosen, etc.

Other forms: 1. That I may be chosen, etc. 1. If I be being chosen, etc.

Present Perfect Tense

1. If I have been chosen	1. If we have been chosen
2. If you have been chosen	2. If you have been chosen
3. If he have been chosen	3. If they have been chosen

Past Tense

1. If I were chosen	1. If we were chosen
2. If you were chosen	2. If you were chosen
3. If he were chosen	3. If they were chosen

Other forms: 1. I should be chosen, etc. 1. That I might be chosen, etc. 1. If I were being chosen, etc.

Past Perfect Tense

1. If I had been chosen, etc.

Other forms: 1. I should have been chosen, etc.

Imperative Mode

2. (You) be chosen	2. (You) be chosen

APPENDIX III

OUTLINE OF ELEMENTARY GRAMMAR

I. PARTS OF SPEECH
- A. Noun
  - 1. Proper
  - 2. Common
- B. Pronoun
  - 1. Independent
  - 2. Relative (dependent)
- C. Adjective
  - 1. Definitive
  - 2. Descriptive
- D. Verb
  - 1. Transitive
    - *a.* Finite
    - *b.* Non-finite
      - (1) Infinitive
      - (2) Participle
      - (3) Gerund
  - 2. Intransitive
    - *a.* Finite
    - *b.* Non-finite
      - (1) Infinitive
      - (2) Participle
      - (3) Gerund
- E. Adverb
  - 1. Simple
  - 2. Conjunctive

- F. Conjunction
  - 1. Coördinating
  - 2. Subordinating
- G. Preposition
- H. Interjection

II. CLAUSES

- A. Essential Elements
  - 1. Subject
  - 2. Predicate
- B. Kinds
  - 1. Independent
  - 2. Subordinate (dependent)
    - *a.* Adjective
    - *b.* Adverb
    - *c.* Noun

III. SENTENCES

- A. Simple
- B. Compound
- C. Complex
- D. Complex-Compound

IV. INFLECTION

- A. Person
  - 1. First
  - 2. Second
  - 3. Third
- B. Number
  - 1. Singular
  - 2. Plural
- C. Gender
  - 1. Masculine
  - 2. Feminine

3. Neuter
4. Common

D. Case
1. Nominative
2. Possessive
3. Objective

E. Voice
1. Active
2. Passive

F. Mode
1. Indicative
2. Imperative
3. Subjunctive
   a. Wish
   b. Supposition or doubtful condition
   c. Condition contrary to fact

G. Tense
1. Present
2. Present perfect
3. Past
4. Past perfect (pluperfect)
5. Future
6. Future perfect

H. Comparison
1. Positive degree
2. Comparative degree
3. Superlative degree

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